

HISTORY AND CIVICS



FIFTH YEAR - FIRST HALF
GILES J. SWAN



Class E 188

Book 596

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HISTORY AND CIVICS

GRADE 5A

FIFTH YEAR — FIRST HALF

BY

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PRINCIPAL OF PUBLIC SCHOOL 144

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PREFACE

THERE has been a constant demand on the part of teachers for definite plans of work in the various subjects of their grades. In arithmetic and some other subjects, this demand has been met by books giving work by terms. This book aims, in a similar way, to cover one term's work in history and civics. It is designed to meet the requirements of the Course of Study prescribed by the City of New York for these subjects in the first half of the fifth year. It supplies plan, method, and content.

A treatment of this kind, while definite, is not in any sense narrowing, for it permits the teacher to devote the time spent in the preparation of the lesson to acquiring illustrative and amplifying material from source books and collateral reading.

The form of treatment is biographical and narrative, because children in this grade — usually ten or eleven years old — are most easily appealed to through story-telling and the living interest of biography. The grouping of the discoverers and explorers has been made according to nationality, and under each nationality according to chronological order. The six colonies required to be taught in this grade, Virginia, Massachusetts, New York, Rhode Island, Maryland, and Pennsylvania, have been treated in the order of their settlement. Life in each colony is treated incidentally in the narrative while the study of the colonies closes with a comparative treatment of their manners, customs, and mode of living.

The two special merits claimed for the following pages are economy of time and definiteness. Economy of time is secured by the arrangement in lessons, with due regard for the amount of time at the teacher's disposal, and the ability of the average pupil. Definiteness is obtained by the side notes, which help the pupil to get the thought, and by the summaries and questions at the end of each lesson, which call the pupil's attention to what is essential in the lesson learned.

An additional advantage gained from the arrangement of this book is that substitute teachers taking the places of absent teachers may continue the teaching of history from the point where the regular teacher left off. They may make definite progress, and hand the class back to its teacher up to grade in this subject.

Maps and illustrations have been inserted profusely, as history cannot be studied properly without a clear knowledge of the place setting of events. The teacher should supplement these as far as possible by the use of wall maps, and by appropriate pictures culled from newspapers and magazines. Pupils will be glad to help in this and it is a good way to stimulate their interest in the subject.

Acknowledgment is due to Associate Superintendent William L. Ettinger and District Superintendent Benjamin Veit, for reading the manuscript and offering helpful suggestions. The author wishes also to acknowledge his indebtedness to his wife, for her assistance in the preparation of the manuscript.

TO THE TEACHER

IN the time schedule for this grade, from ninety to one hundred fifty minutes a week are allowed for the study of History and Civics. The author believes that one hundred twenty minutes of this time is not too much to devote to these subjects. Ninety minutes, divided into three thirty minute periods, should be allowed for the lessons proper, while the remaining thirty minutes should be allotted to the preparation of the lessons — ten minutes' preparation for each lesson. At such times, the teacher should have the lesson read and any difficult words or expressions may be explained in advance, so that the history or civics lesson itself may deal only with the thought involved. In a term of nineteen weeks, fifty-five lesson periods will be available, permitting the Civics to be covered in eleven lesson periods and the History in forty-four.

Teachers should aim to give careful consideration to the summary and questions following each history lesson. These summaries and questions are not given for home work. They are meant to enable the pupil to get the pith of the lesson while the memory of its reading and discussion is still fresh in his mind. Ten or fifteen minutes of the thirty minute period may profitably be devoted to the summaries and questions.

It is advisable to begin the Civics after the completion of the chapter on the Spanish explorers, making the third lesson of each week a Civics lesson.

For the convenience of teachers, the course of study for History and Civics, 5A, is given in the following pages.

COURSE OF STUDY FOR HISTORY AND CIVICS, GRADE 5A

American history from the discovery of America through the period of colonization, with important related European history.

Problems of city life in the home. Duties of young citizens.

SYLLABUS

Note. — The topics here given constitute a minimum syllabus for this grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

HISTORY. *Discovery and Exploration:* Selections to be made from the following list: Columbus, the Cabots, Vespuccius, Balboa, Magellan, Cortez, De Leon, De Soto, Drake, Raleigh, Cartier, Champlain, Hudson.

The Beginning of Colonization: The history of the founding of New York, Virginia, Massachusetts, Maryland, Rhode Island, and Pennsylvania, with important related European history.

1. The story of the settlers — what kind of men they were and why they came.

2. Leaders — Peter Minuit, Peter Stuyvesant, John Smith, Governor Bradford, Miles Standish, William Penn, the Calverts.

3. Location of each colony — its climate and general physical features.

4. Early days in the colonies — typical stories of hardships, manners, customs, and occupations. Enlivening anecdotes and special incidents of persons and places should be related by the teacher; they should be illustrated as far as possible by pictures.

The following dates, and the event associated with each of them, should be memorized:

1492, Columbus

1588, Drake and Spanish Armada

1607, Jamestown

1609, Hudson River

1620, Pilgrims

1623, Settlement of New Amsterdam

1664, English Conquest of New Amsterdam

Historic Landmarks and Monuments in the City of New York: To be identified and connected with the historic events, such as Bowling Green, the Bowery, St. Mark's, and any statues, houses, and tablets commemorating persons and events studied in this grade.

Current Events: Any important occurrence that is closely related to the topics of the grade, and any other occurrence that may become historical in significance.

SUGGESTIONS TO TEACHERS

The teacher may profitably arrange related topics of each grade around a central thought. When thus presented the topics reënforce and emphasize one another like the successive stages of an unfolding plot of a story.

The relation of each topic to this general idea as well as to the topics already presented affords opportunity for reviews from different points of view, far more effective than the mere rehearsal of facts usually termed drill.

As a result of such organized treatment, the children are not bewildered by a mass of fragmentary facts as is the case when they have been taught a series of unrelated stories. The power thus gained may be tested by their ability to give short summaries of a topic or of the entire work of the term.

Civics. — Problems of city life in the home. Duties of young citizens.

Note. — The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

Food: Visit, if possible, the markets and milk stations. Great amount of food needed in large city. Distance it is brought; the way it is handled; necessity for care and cleanliness; selling of spoiled food criminal. What the city is doing to protect its citizens from spoiled or tainted food; inspectors; expense of this care and watchfulness to the city. Who pays for it, and how?

Reciprocal duties, to demand clean service from the milk dealer, grocer, fish man, butcher, and baker; to report careless handling of food or the selling of spoiled food.

Water: Supply throughout the city; needed everywhere; begin with supply in house. Where does it come from? Trace from faucet to stream. Who pays for piping and reservoirs? How is water paid for? Why is it cheap? Uses of water. Importance of purity. Meters. No leaks should be allowed.

Reciprocal duties of citizens, not to waste water because it is freely supplied; to report leaks to teachers; to keep water pure; to use freely for cleanliness.

Housing the People: Advantages of light, cleanliness, and ventilation; people protected by building laws; gas and its uses; the burner, the gas pipe, meter, street pipes, the central plant of manufacture. Treat in same way electricity; telephone; sewerage in each house. Expense to the city of arranging for and supervising all public service. Paid for in taxes.

Reciprocal duties of citizens, to use public property with care and to protect it.

CONTENTS

PART I. HISTORY

	PAGES
CHAPTER I. THE SPANISH EXPLORERS	1-62
Columbus, 1 — Amerigo Vespucci, 23 — Ponce de Leon, 25 — Balboa, 28 — Magellan, 33 — Cor- tes, 40 — De Soto, 53.	
CHAPTER II. THE ENGLISH EXPLORERS	63-105
The Cabots, 63 — Drake, 69 — Raleigh, 83 — Hudson, 93.	
CHAPTER III. THE FRENCH EXPLORERS	106-123
Cartier, 106 — Champlain, 113.	
CHAPTER IV. THE BEGINNINGS OF COLONIZATION	124-260
Virginia, 124 — New York, 157 — Massachusetts, 194 — Rhode Island, 217 — Maryland, 222 — Pennsylvania, 233 — Life in the Colonies, 241.	

PART II. CIVICS

DEPARTMENTS OF HEALTH, WATER, TENEMENTS, AND PARKS	261-301
Food, 261 — Water, 271 — Housing of the People, 281 — Gas and its Uses, 286 — Electric Lights, 290 — The Telephone, 292 — The Sewer, 296 — Care of Public Property, 297.	
INDEX	303-309

PART I—HISTORY

CHAPTER I

THE SPANISH EXPLORERS

LESSON I

COLUMBUS.—Most of us have sometime or other wondered when the first people came to this land of ours and where they came from. Our country to-day has many millions of people, many cities and farms, railroads, steamships, and thousands of other signs of civilized life. Strange indeed it seems that a little more than four hundred years ago no white men at all lived in America. Indians

America
before
Columbus
came



Columbus

lived in scattered villages or roamed through the forests, hunting the deer, foxes, bears, and other animals that abounded everywhere. At that time the number of Indians in this whole country was scarcely more than one twelfth of the number of people now living in New York City. But the Indian tribes owned all the land, for there was no other race to dispute their ownership.

Columbus. Early Life. — However, the land of the Indian was not to be his forever, but it might have belonged to him a great deal longer if Christopher Columbus had never lived.

Columbus was born at Genoa, Italy, about 1446. His parents were humble people; his father, Dominico Columbus, was a wool comber by trade. In his early years, Christopher naturally helped his father in the business of wool combing, but he also learned to read and write and became quite skillful at drawing maps and sea charts.

When he had time to spare, he wandered down to the docks of his native city to play about the ships that were there being loaded and unloaded, for Genoa was one

Birth and
education

Boyhood

Birthplace of Co-
lumbus



of the principal seaports of Europe, and had been the busy center of a rich trade with India and China for many years. The sight of the ships coming and going at the wharves, the stories he heard from the sailors, and the inviting smell of the salt sea air, made young Columbus want to be a sailor, and when fourteen years of age he sailed as cabin boy with a certain Captain Columbus, not related to him, though having the same name.

Columbus
becomes a
sailor

Some of his early voyages were little more than pirate or robbing expeditions, and during one of these, the ship Columbus was on caught fire after a fight that had lasted a whole day. He was obliged to jump overboard, but with an oar to hold him up, he swam to land on the shore of Africa, six miles away. This experience did not keep Columbus from going to sea again. The sailors he met told wonderful stories of far-off China and Japan.

What these stories were like we may judge from the book of Marco Polo, a native of Venice, who journeyed overland to China in 1271; in this book Polo speaks of Cambalu (Peking), where the great ruler Kublai Khan had his winter palace with a roof of gold, and a stable containing five thousand elephants. He says, too, that in the empire of the Khan nuts grew to the size of melons, and that rich spices, silks, and precious stones could be had in plenty. Polo also told of Cipango (Japan), island of pearls, where the streets were paved with gold and

Marco
Polo's
story of
the East

where the floors of palaces were made of gold “two fingers in thickness.” Southeast of Asia were islands of “the Indies” famed for their spices, which were then highly prized in Europe, both to flavor and to preserve food.



The Known World in 1490, and Trade Routes

Trade Routes to the East. — Is it any wonder that men wanted to see these lands, and braved the ocean in their little ships to get a share of their treasures of silks, spices, and jewels? Now, however, the old ways by ship and caravan were blocked at the eastern end of the Mediterranean Sea by the hated

Turks
block the
land route

Turk. So Prince Henry of Portugal, the ruler most interested in voyages at that time, encouraged his sea captains to try to reach India entirely by ship, sailing around the southern end of Africa. In 1471, a Portuguese navigator sailed south beyond the equator, and in 1487, Bartholomew Dias, another bold sailor, was driven out of sight of land by a furious storm while sailing down the African coast. When the weather cleared he sailed east; but not coming to the coast, he turned northward. He thus went around the southern end of Africa without at first knowing it. After following the coast some distance east and northeast, he returned to report his great success. Columbus's brother was one of those who made this wonderful voyage. Indeed, the great discoverer himself may have sailed far down the African coast with some Portuguese expedition, for he was in Portugal at times from 1470 to 1484.

Portuguese
sail around
Africa

The Belief in a Westward Route to the East. — When on land Columbus made his living by drawing charts and sea maps. He studied the charts of others, and also read accounts of their voyages. Little by little he came to believe that the earth is round and that he could reach eastern Asia by sailing westward across the ocean.

Columbus was not the only man who believed that the Indies, as the southeastern parts of Asia were called, could be reached by sailing westward. The

Signs of
land west
of Europe

natives of the Madeira Islands told him about small boats of strange shape and of bodies of people dark in color that had been washed up on their western shores. Columbus was strengthened in his beliefs, also, by reading in some ancient writings that the earth is a sphere and that the distance to China and the Indies going westward from Europe was only half as great as it was going eastward. Besides this, his friend, the Italian astronomer Toscanelli, had sent Columbus a map and had written him letters in which he showed that Asia could be reached by sailing westward from Europe across but one ocean.

In Por-
tugal

Columbus Seeks Help. — Most of those, however, who believed that land lay to the westward, thought it impossible to sail to the Indies across the Atlantic Ocean, with the ships then in use. Columbus declared it was easy and could be done in thirty or forty days. It was one thing to believe this, and quite a different thing to make others believe it. Portugal, as we have seen, was the country that paid most attention to voyages of exploration; so Columbus, in 1484, spoke to the Portuguese king, John II, about his ideas and plans. John listened and seemed to think well of the navigator's scheme. Then he asked the advice of the learned men of his court, who said that Columbus was dreaming. The king, however, secretly sent out a ship to see if Columbus was right. This ship soon came back

because the sailors were afraid to go out upon the unknown ocean.

Hearing of this secret expedition, Columbus would have no more to do with John, and with his young son, Diego, started for the court of Spain. On the



At the Convent

way, he begged bread and water at the gate of a convent near Palos. He was invited to come in, and the Father Superior of the convent listened to his strange story. He found a friend in the good priest,

A friend
in Spain



Columbus at Court

who gave him a letter to a priest of the Spanish court, confessor to the queen.

Upon his arrival at the court, Columbus presented the letter to the priest. His heart beat high with hope, but the priest, after reading the letter and listening to what its bearer had to say, shook his head, to show his disbelief, and coldly bade the great sailor good-day. Columbus did not give up. He waited six long years for a hearing with the queen of Spain. In the meantime, he sent his brother Bartholomew to Henry VII of England, but that king would not help him. Finally, he gained the ear of the queen's treasurer, and soon by his aid received an audience with the king and queen.

Years of
waiting

Sends to
England
for aid

King Ferdinand called a council of wise men just as King John of Portugal had done. These wise men, like the others, said that the scheme of Columbus was impossible; they did not even believe the earth to be round. If it were, they said, people on the other side would walk with their heads downward, snow and rain would there fall upward, and trees grow upside down. A second meeting of wise men said that Columbus's ideas were foolish. Then, disappointed and discouraged, he set out for Paris, as the king of France had sent him an invitation to come to his court. On the way, the weary navigator stopped again at the convent. His friend the Father Superior could scarcely believe his eyes when he saw Columbus once more at his gate after all the years

Asks help
from Spain

of waiting, as poor as ever, and no nearer the fulfillment of his hopes.

Columbus
and the
queen of
Spain

The priest promised to go himself to see the queen of Spain, who was now at the military camp at Granada. At her command, Columbus went to the royal camp. When asked his terms, he demanded to be made an admiral, ruler of the lands he might discover, to receive one tenth of the revenue from them, and one eighth of the profits of his expedition. At first the monarchs would not consent to his terms, and he sadly set out again for France. But after he had gone, they changed their minds and sent a swift courier to overtake him. Columbus was halted at the little bridge of Pinos, six miles from Grenada, and persuaded to return.

Columbus
starts for
France

WHAT TO KNOW

Columbus was born in Genoa, Italy. He learned to read and write, to make maps and sea charts. He also learned the trade of wool combing. He lived near the sea and early in life became a sailor. He went on many voyages and heard wonderful stories of the countries in the East.

Certain cities of Europe were made rich by trade with the Indies. At the time of Columbus, the routes for this trade, by ship and caravan, were blocked by the Turks.

Portugal tried to find a new eastern route to China around the southern end of Africa.

Columbus believed the earth to be round, and that if he sailed westward he would reach the rich cities of India in half the time required for the voyage around Africa.

Columbus tried to get help from Portugal, but failed. After he had made several attempts and had waited for years, Spain consented to help him in his plans.

QUESTIONS FOR STUDY

1. Where and when was Columbus born? Why was his native city important?
2. What did Marco Polo say about China in his book?
3. Why did the old routes from Europe to India become dangerous?
4. Give several reasons why Columbus thought there was a westward route to India. What route did Portugal look for?
5. To whom did Columbus go for help in his plans for a voyage?
6. What did Columbus think about the shape of the earth? What did the wise men of Portugal and Spain say about Columbus's ideas?
7. How did Columbus at last get the Spanish sovereigns to listen to him?
8. What were the demands of Columbus?

LESSON II

Preparations for the Voyage. — Columbus was brought before Ferdinand and Isabella, and they now agreed to all his terms, especially as Columbus offered to pay one eighth of the cost of the expedition. He was then made an admiral, and, armed with his commission, went to the port of Palos to prepare ships for the voyage. Two ships were easily obtained, but sailors did not want to go out on an ocean they did not know anything about, and many of them fled. Then friends of Columbus, Martin and Vincent Pinzón, came forward and furnished a third ship. They offered their own services to secure men, and volunteered to command two of the caravels in person. Martin, moreover, gave Colum-

Spain
gives ships
and money

The Pin-
zóns

bus the money with which to pay his one eighth of the cost.

First Voyage of Columbus. — On Friday, the 3d of August, 1492, Columbus bade farewell to his friend, the superior of the convent, and as the relatives of his men stood on the shore weeping and wav-



The Embarkation of Columbus

ing good-by, the two little caravels Niña and Pinta, and the carrack Santa Maria, slowly sailed out of the harbor of Palos — never to return, the people on shore believed.

The little ships headed for the Canary Islands, where repairs were made and fresh supplies of wood, water, and food were obtained.

King John had sent several ships to the Canaries to stop Columbus, but the Admiral succeeded in es-

The ships

Stop at
Canary
Islands

caping them, and soon he was leaving the last island in the distance. Some of his sailors cried at the thought of family, friends, and home, left behind, perhaps forever.

Day after day the little fleet sailed westward,



The Ships of Columbus

without sighting any land. Columbus saw that the compass no longer pointed to the east of the north star, as in Europe, but slightly to the west of it. When the sailors noticed this, he calmed their fears as best he could. The ships sailed into immense fields of seaweed, and the sailors were sure that their

Trouble on
the voyage

vessels would run aground, to lie there and rot, while they themselves starved to death. As they were in the belt of trade winds, the breeze was ever from behind, blowing them farther and farther from home. Martin Pinzón, who commanded the *Pinta*, and his brother Vincent, who commanded the *Niña*, joined the others in asking the Admiral to turn back, but he would not. Finally the sailors threatened Columbus; they would throw him into the sea, they said. But he replied that the sovereigns of Spain had sent him and he would go on. Every little while some one would shout "Land!" only to find that what he had seen was a bank of clouds. For the one who should first sight land, the Admiral promised a velvet cloak, in addition to the prizes that the king and queen had offered, and all hands kept a sharp lookout.

Courage of
Columbus

What a brave man Columbus was! Think of sailing across an unknown ocean without a true chart, and with only an hourglass to tell time by; without an instrument to measure the distance covered, and with only the foam at the vessel's bow to show how fast it was sailing. Even the compass seemed to be wrong, but the faith and courage of Columbus were chart, clock, and compass enough to take him safely across the vast Atlantic.

The Discovery of America. — During the middle of September, sea birds were seen. Later, land birds appeared, and a carved stick floated by. On

the night of October 11 the moon was bright; Columbus was on watch. Suddenly he saw a light in the distance. It seemed to bob up and down. He called two companions, who also saw it. This happened at ten o'clock; at two o'clock in the morning a gun was fired on the Pinta. The look-

Land dis
covered



The Landing on San Salvador

out had sighted land, but Columbus was awarded the prizes because he had first seen lights on the shore. The men who had threatened the Admiral now kissed his hands, begged forgiveness, and promised not to disobey him again.

In the morning a landing was made. Columbus had on a scarlet suit, embroidered with gold. In

Columbus
takes pos-
session

his hand he bore the royal standard. Next came the Pinzóns, also carrying banners. The whole party, having landed, kissed the earth and gave praise to God. Then Columbus drew his sword and took possession of the land in the name of the Spanish sovereigns.

Meanwhile, the natives, with wonder and fear, watched the strangers who they thought had de-



Lands Found by Columbus in Four Voyages (lands shown in black)

scended from heaven. First they ran away and hid in the forest, then growing bolder they came back, threw themselves down upon the ground, and worshiped the Admiral and his men. Columbus

The
Indians

called these savages Indians, believing that he had reached the Indies.

The land-
fall of
Columbus

The first landing was on one of the Bahama Islands; which one we are not sure, as Columbus did not mention its latitude or longitude. It is now generally believed, however, that it was the one now known as Watling Island.

Discovery
of Cuba

From here he sailed to Cuba, which he thought was China, and afterwards to Haiti, which he mistook for Japan. While at Cuba Columbus saw the

Indians smoking tobacco, a plant that was unknown in Europe at that time. On the shore of Haiti, the Santa Maria was shipwrecked on the sands. A little while before this, Columbus had been deserted by Martin Pinzón with the Pinta.

WHAT TO KNOW

Columbus fitted out three ships for the voyage, the Niña, the Pinta, and the Santa Maria. They set sail in August, 1492, and stopped at the Canary Islands for repairs.

On the voyage, the ships ran into seaweed. The sailors were discouraged and afraid. The trade winds blew them away from home. The compass seemed wrong. Columbus alone was brave and hopeful.

They sailed sixty-nine days and discovered land. On the morning of October 12, Columbus landed on one of the Bahama Islands. He took possession of the land for Spain. He thought that he had reached the Indies, and he called the natives Indians.

He sailed to Cuba and thought he had reached China. He landed on Haiti, which he believed was Japan. Here the Santa Maria was shipwrecked. He had already been deserted by the Pinta.

QUESTIONS FOR STUDY

1. How large a fleet did Columbus have, and when did he sail on his first voyage?
2. Give a short account of the voyage.
3. Why was Columbus very brave to make this voyage?
4. What signs of land finally appeared?
5. Where did Columbus land? How did the natives receive him? For whom did he claim the land?
6. What lands did Columbus think he had reached?

LESSON III

Columbus Returns to Spain. — In the early part of January, 1493, Columbus turned the little Niña



Reception of Columbus at Court

toward Spain. She had a rough passage, and once, when the Admiral thought all was lost, he put a record of his voyage into a barrel which he threw overboard.

But the *Niña*, at last, reached Portugal safely, sailing into the Tagus River in March. Columbus sent a messenger to the Spanish king and queen, telling them of his success. After being received and honored by the king of Portugal, he set out for Palos, where he arrived seven months and twelve days after his departure from that port.

Columbus
in Por-
tugal

How different was the home-coming from the departure! Now there was joy in place of weeping. People ran through the streets, spreading the news; others hurried to the wharves to see the great navigator and his ship. At night, there were illuminations in celebration of his return. That evening, the *Pinta* sailed into the harbor of Palos, and when Martin Pinzón, its commander, saw the *Niña* in port he hid himself until Columbus had left the town, for he feared that the Admiral would accuse him of treachery. When the king and queen heard of Pinzón's wicked desertion of Columbus, they sent him an angry letter, and shortly afterward he died of a broken heart, killed by shame and disappointment.

Columbus
at Palos

Columbus, on the invitation of the monarchs, hastened to the court at Barcelona. Here he was brought into their presence by a great procession of

Columbus
at court

Proofs of
his success

priests, soldiers and nobles, amidst the blare of trumpets and the shouts of an admiring throng. At the palace, he knelt before the king and queen and kissed their hands. At their command, he told the story of his voyage, and showed them the strange people — four Indian youths and two beautiful Indian girls — whom he had brought from Cuba; he showed them the strange birds that he had brought along, also an alligator, arrows, and other curious things. When he had finished, the sovereigns believed that he had reached the countries of Asia by a new and shorter route. They fell down on their knees and gave thanks to God, while the city rang with shouts of joy.

At a dinner given in honor of Columbus, a courtier asked him whether some one else might not have discovered the new lands if he had not. In answer, Columbus passed around an egg, asking all present to stand it on its end. None were able to do this. Then he cracked one end and stood the egg up; every one could then do it. This was his answer, for it was plain that the voyage could be easily made, now that Columbus had shown the way.

The Second Voyage. — Every port of Spain was at once eager to furnish ships for another expedition, and many sailors, soldiers, and gentlemen were ready to make the voyage. So Columbus, when asked by the king and queen to do so, fitted out another expedition of seventeen ships and fifteen hundred men. This time they sailed from Cadiz,

in September, 1493. They landed at Haiti, where some gold was found. Here Columbus tried to build up a rich colony. On this voyage he did not find the great cities he sought, nor the Grand Khan of China, but only some islands of the Caribbean Sea, including Jamaica. He returned to Spain in 1496, greatly disappointed, but still sure that he had seen Asia.

Disappointment
of Columbus

Third Voyage —
In May, 1498, Columbus again sailed from Spain to the New World. On this voyage he found the island of Trinidad and coasted along the shore of South America as far as the mouth of the Orinoco River. There he became very ill, and turned



Off South
America

Columbus in Chains

back to Haiti, where jealous enemies put him in chains and sent him to Spain. On his way, his guard and the captain of the vessel wanted to remove the chains, but Columbus refused to allow this, saying they would come off only at the command of the Spanish sovereigns. He kept

Sent back
in chains

the chains and asked that they be buried with him when he died.

Fourth and Last Voyage. — Queen Isabella immediately freed Columbus when he reached Spain. His enemies suffered the royal displeasure, and although he did not receive again the governorship of the islands he had discovered, he was sent on a fourth expedition with four ships and one hundred fifty men. With these he sailed, in 1502, to find a passage from the Caribbean Sea into the Indian Ocean, but his search was vain. Broken by sickness and disappointment, he returned to Spain in September, 1504.

Death of Columbus. — Queen Isabella died shortly after his return, and King Ferdinand treated him coldly and ungratefully. Old and poor, Columbus died at Valladolid on May 20, 1506. To the day of his death the great navigator believed that he had reached some part of Asia, and never imagined he had discovered a new continent.

WHAT TO KNOW

After a rough voyage, the *Niña* reached Spain in 1493. Columbus was welcomed by the people and honored at court. He brought the king and queen proofs of the discovery, and they believed that he had reached Asia by a new and shorter route.

He made in all four voyages to the New World. On his second, he tried in vain to find the rich cities of China, but was sure he had reached Asia. On his third voyage, he reached South America. He was sent back to Spain in chains by enemies. On his fourth voyage, he tried to find a passage to the Indian Ocean, but failed. He died at Valladolid, Spain. He never knew he had discovered a new continent.

QUESTIONS FOR STUDY

1. When did Columbus return to Spain from his first voyage?
How was he received at home?
2. What did the Spanish sovereigns think of his voyage?
3. Why were other voyages to the New World easier than the first?
4. How many more voyages did Columbus make?
5. Why was he disappointed over his second voyage?
6. Where did he go on his third voyage? Describe his return.
7. What wrong idea did Columbus always have of the lands he had visited?

LESSON IV

AMERIGO VESPUCCI. — You may wonder why this continent was not named after Columbus, the man who discovered it, but was called America instead. It is named after Amerigo Vespucci, an Italian who, first in the Spanish service, and then in the Portuguese service, took part in a number of voyages to the New World about the time when Columbus was making his last visits.

On his third and fourth voyages (1501–1503), Vespucci sailed along the coast of Brazil in South America. Afterward, in a letter to a friend in Italy, he called the lands he had visited the New World, and said: “I have found a continent in that southern part, more populous and more full of animals than our Europe, or Asia, or Africa, and even more temperate and pleasant than any other region known to us.” This letter, and one which Vespucci wrote to another

His voy-
ages
to South
America



Vespucci on the Coast of South America

friend a little later, were published and read by many learned men of that time.

A professor in a German college happened to see one of these accounts. He believed that Vespucci had discovered a new continent and not merely a new route to Asia, as men thought Columbus had done. Several years later, when this professor published a book on geography, he said, "And as now these parts [Europe, Asia, and Africa] have been more widely surveyed and another fourth part has been found by Americus Vespucius, I cannot see why any one can justly forbid the calling this part Amerige, or America, that is, the land of Americus, an intelligent man, as Europe and Asia have taken their names from women."

Why the
name
America

The name was at first given only to South America ; but it was later given to North America also, when that continent was found to be not merely part of Asia. So Columbus lost the honor of having the New World named after him, as it should have been.

PONCE DE LEÓN: Early Life. — Ferdinand and Isabella, the Spanish monarchs who had helped Columbus, for many years waged war against the Moors, a Mohammedan people, living in the south of Spain. The Moors were finally conquered in the year 1492. Among the young Spaniards who fought bravely in these wars was one named Ponce de León. His roving spirit led him to look for new adventures, and when Columbus sailed on his second voyage to the New World, De León went with him. There was fighting enough for him to do in Hispaniola, — Little Spain, — as the island of Haiti was then called. So bravely did he fight that he was made overseer for the eastern part of the island. Here he could see Porto Rico in the distance. In 1510, he was made governor of that island, and he made himself rich by the labor of the natives whom he enslaved.

In Spain

In the New
World

The Fountain of Youth. — At last he lost his position, but he did not lose his strong desire to conquer a kingdom for himself. The Indians had told him of a land to the north, which they called Bimini, where there was a wonderful river and a magic fountain. Whoever drank of that river and

Indian
story of
Bimini

bathed in that fountain renewed his youth. In that land, moreover, there was abundance of gold, silver, and precious stones.

Discovery of Florida. — De

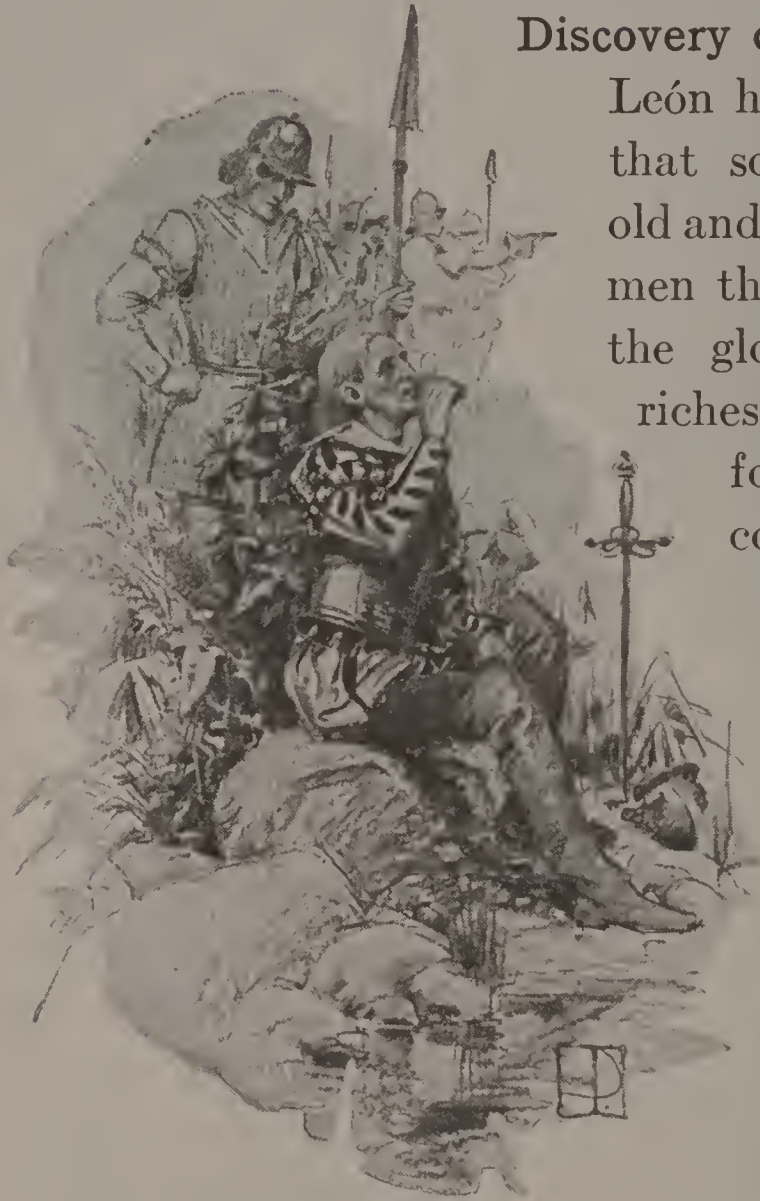
León had begun to see that soon he would be old and feeble. Younger men than he would win the glory, fame, and riches that he wanted

for himself. Accordingly, he and his men embarked on three ships, fitted out at his own expense, and sailed northwest for some days. They passed among the Bahama Islands, and

Ponce de León Searches for the Fountain

on Easter Sunday, in 1513, reached a land which the Spaniards called Florida, because the Spanish name for Easter is Pascua Florida (Flowery Easter), and because the forests there were bedecked with blossoms.

The nam-
ing of
Florida



De León and his men landed a little north of where St. Augustine now stands, and took possession of the land for Spain. They explored the coast to the south, and sailed around the southern end of Florida.

The party then returned to Porto Rico, where De León soon received, as his reward from the king of Spain, the governorship of Florida. This proved but an empty title; he had found neither the fountain of youth, nor riches.

Second Visit to Florida.—In 1521, with a company of men in two ships, Ponce de León went again to Florida. He meant to found a colony there, but the Indians fell upon his party furiously, killed many, and drove the rest to their boats. De León himself was wounded by an arrow, and lived only long enough to get back to Cuba. De León's death

Florida a Spanish Province.—De León was probably not the first white man to reach Florida, as the unfriendliness of the natives showed, but his visit is the first that we are sure of. So to him belongs the honor of giving to Spain a province, which she held, with the exception of a short time, till 1819, when it became the property of the United States.

WHAT TO KNOW

Amerigo Vespucci, an Italian, made voyages for Spain and Portugal. He explored part of South America, and was the first to say that it is a separate continent.

America was named for Amerigo Vespucci.

Ponce de León fought bravely against the Moors in Spain. He sailed to the New World with Columbus.

He was made governor of Porto Rico and became rich there.

The Indians told him of Bimini, a land where there was a fountain of youth. While looking for this fountain, he discovered Florida, which he named. He took possession of the land for Spain in 1513.

He was made governor of Florida, and on a second trip there was wounded by Indians and died after reaching Cuba.

Spain owned Florida about three hundred years.

QUESTIONS FOR STUDY

1. What belief did Amerigo Vespucci have in regard to South America? How did America receive its name?
2. Who was Ponce de León?
3. How did he become rich in Porto Rico?
4. Why did he make a voyage in 1513?
5. Where did he land, and what did he name the country?
6. For whom did he claim the country?

LESSON V

A South
American
colony

BALBOA. — While De León was gaining a fortune in Porto Rico, other Spaniards, led by Ojeda and La Cosa, were trying to plant a colony on the north coast of South America. When food was low, the colonists often stole it from the Indians. This was dangerous with the natives of any region, but especially with the South American Indians, who used poisoned arrows. When a man was wounded by one of these he usually died. Poor La Cosa lost his life by one of these arrows, and Ojeda, sailing away to other colonies for food, was shipwrecked. When their colony was about to perish, a man from

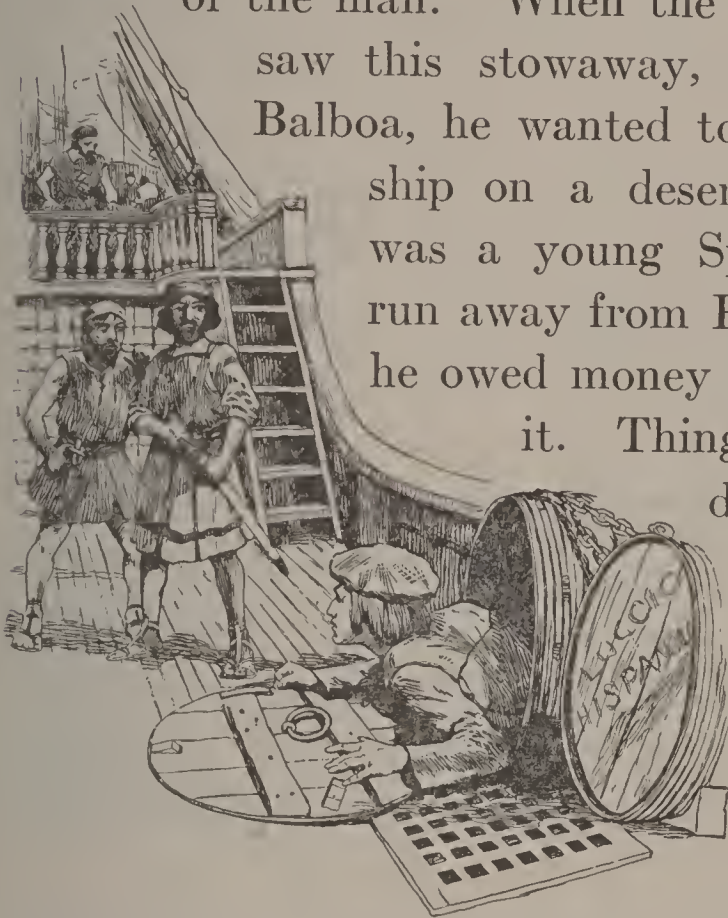
Hispaniola, named Enciso, loaded a ship with men and supplies, and sailed to its aid.

One day, so the story goes, as Enciso was walking on deck, he saw a head pop out of a cask, or as some say, out of a rolled-up sail; after the head came the rest of the man. When the astonished Enciso

Balboa a
stowaway

saw this stowaway, whose name was Balboa, he wanted to put him off the ship on a desert island. Balboa was a young Spaniard who had run away from Hispaniola because he owed money and could not pay it. Things went hard with

debtors in those days, and they were often thrown into jail for their debts. But Balboa did not want to be a castaway any more than he



Balboa Comes from his Hiding Place

wanted to go to prison, and so he fell on his knees and begged Enciso to let him stay on board. After much pleading, the captain finally permitted Balboa to work his way on the ship, a kindness for which he afterwards had reason to be sorry.

The Colony Moved to Panama. — When they reached the colony, Balboa persuaded Enciso to

Balboa
seizes
control

move it farther westward, where there was less danger from unfriendly Indians. They moved to a place called Darien, on the Isthmus of Panama. This took them outside the boundaries of the lands granted to Enciso, and Balboa immediately refused to obey his commands. Indeed, Balboa sent Enciso back to Spain, bidding him tell his troubles to the Spanish king.

Balboa
rules well

Balboa wrote to the king of Spain that Darien needed a wide-awake governor like himself. Then, without waiting for orders from the king, he took command. He put down quarrels among his men with a strong hand, and treated the Indians well, with the result that he was able to get food and gold.

The In-
dian's
story

Balboa's Search for Gold. — One day, while some of Balboa's men were quarreling among themselves about a little gold, an Indian youth looking on bade them stop. He said it was very foolish for them to argue about so small a matter, when, beyond the mountains which lay to the south, they could find gold so plentiful that the natives used it for making ordinary household articles.

Balboa's
expedition

You can imagine that Balboa had great need of gold. His creditors in Hispaniola were yet unpaid, and he dared not go back there unless he satisfied them. Moreover, he longed for an adventure that would bring him honor, so the Indian boy's story was pleasant to hear. Gathering a company of men numbering nearly two hundred, he set out boldly

across the isthmus. The tropical jungle was dense, and its swamps breathed deadly fevers, but the Spaniards pressed on. Only once did they have a real battle with hostile Indians. -

Discovery of the Pacific Ocean. — Finally coming to a mountain, Balboa left some of his men at an



Balboa Discovers the Pacific

Indian village and with the rest climbed the heights. His guide told him that from its peak a great sea could be seen. When near the top, Balboa left his companions, climbing the last few steps alone. In the bright clear morning light of September 25, 1513, he shaded his eyes with his hand and beheld in the distance the great sea, of which the Indian guide had told him. He called it the South Sea, and claimed all the islands in it and the lands bordering

Balboa
takes pos-
session for
Spain

on it for the king of Spain. Four days later he waded into the waters, and holding his sword in one hand and a banner in the other, again took possession, for the Spanish monarch, of the islands and lands bordering on this sea, later called the Pacific Ocean.

Size of
Balboa's
claim

Look at a map and see what it means to take possession of all the islands of the Pacific Ocean and all lands on its borders. Balboa did not know what it meant, for the Pacific Ocean was unknown in Europe until he discovered it, and was therefore not yet on the maps. Another explorer was soon to give to the world the first idea of its vastness.

Another
Indian
story

Further Search for Gold.—After exploring the coast for some distance, Balboa finally returned to Darien. The Indians were always ready to tell the Spaniards about cities abounding in gold, often just to get them to move away, and now Balboa heard one of these stories, to the effect that far to the south were cities full of treasure.

Death of
Balboa

Balboa was about to start out on an expedition down the Pacific coast, in search of these treasure cities, when his enemies suddenly seized him, and charged him with treason. They said that he had been acting without authority, and after a one-sided trial condemned him to death.

What Balboa Did.—Thus it was left to others to undertake the conquest of the west coast of South America. To name and to cross the Pacific Ocean

was the work of later explorers also ; but to Balboa belongs the glory of being the first European to discover the waters of this, the largest of oceans.

WHAT TO KNOW

Spaniards started a colony on the north coast of South America.

Balboa was a stowaway on a ship carrying supplies for the colony. He begged the captain to take him along.

The colony was moved westward, and Balboa took command. He ruled the colony well and made friends with the Indians. They told him of a land of gold, so he set out to find it.

After many dangers, he crossed the Isthmus of Panama and discovered the Pacific Ocean in 1513. He took possession of the ocean and its bordering lands for Spain. He returned to Darien and prepared for a second expedition. Before he could start he was put to death by his enemies.

QUESTIONS FOR STUDY

1. Why did Balboa leave Hispaniola? How did he get on Enciso's ship?
2. Where did Enciso take him? Why did they go to Darien?
3. How did Balboa come to think of a journey across the Isthmus of Panama? What discovery did he make? When?
4. For what nation did Balboa claim lands? What lands did he claim?

LESSON VI

MAGELLAN. — While Columbus was sailing on his famous voyages, there was living in Portugal a boy named Ferdinand Magellan, who, strangely enough, was really to do what Columbus tried but failed to do; that is, to reach the Indies — southeastern Asia — by a westward route.

Da Gama's
route to
India

In 1498, when Magellan was eighteen years old, one of his fellow-countrymen, the Portuguese Vasco da Gama, sailed around the Cape of Good Hope, on the southern coast of Africa, and reached India. A flourishing trade with the Indies was carried on over this route by the merchants of western Europe, and for a number of years Magellan sailed on ships engaged in this trade.

Magel-
lan's plan

But Magellan believed there was a shorter way to reach India. Like most of the navigators of the time, he believed that somewhere in the New World there was a passage that would lead through to the Indies. Like them, too, he believed that the Indies were not far beyond America.

Magel-
lan's ships

Voyage of Magellan Begun. — Magellan, like Columbus, found a friend in the Spanish king, from whom he obtained five old worn-out ships. So many ships were needed by the great number of navigators preparing for voyages of trade and exploration that these were the best he could get. He set out late in September, 1519, with a crew of two hundred eighty men, most of them rascals. It is said that Magellan was privately warned that his sailors intended to kill him if he should displease them, but he was no coward and paid no heed to these threats.

He headed across the Atlantic for the coast of South America, which he reached in November. Sailing southward he came to the Plata River in

January, 1520. Magellan was sure that he had now found the passage to the Indies. For several weeks his vessels followed the stream, and then, seeing that he came to nothing but fresh water, Magellan knew that he was on a large river. Keenly disappointed, he turned about and returned to the coast, which he again followed toward the south.

On the
coast of
South
America

The voyage had been very stormy, and the food was giving out. It is true that Magellan had brought along a large quantity of beads and trinkets with which to buy food from the natives, but the Indians of that coast had little to offer. In the month of March the weather became very cold, for the southern hemisphere has winter when the northern has summer. The sailors saw nothing ahead of them but death by cold and starvation, and begged Magellan to turn around and sail homeward. This he would not do, but he put into a harbor named Port St. Julian, where he put down a mutiny and spent the winter.



Hunger
and suf-
fering

One of Magellan's ships — the Victoria

Passage into the Pacific Ocean. — At the end of August there were signs of spring, and the little fleet set out again to follow the coast farther south; but the ocean was cruel, and, in one of the terrible storms they met, one of the ships was lost. Finally, in October, another opening in the coast appeared, and, turning into this, Magellan continued westward



Strait of Magellan

The Strait of Magellan through the passage which now bears his name. Between two lines of lofty, bleak-looking mountains he sailed for five weeks, and then to his great joy came out upon a quiet expanse of waters, so calm compared with the Atlantic that he named it the Pacific Ocean.

First Voyage across the Pacific. — One of his ships, under the command of Estevan Gomez, taking advantage of the windings of the strait,

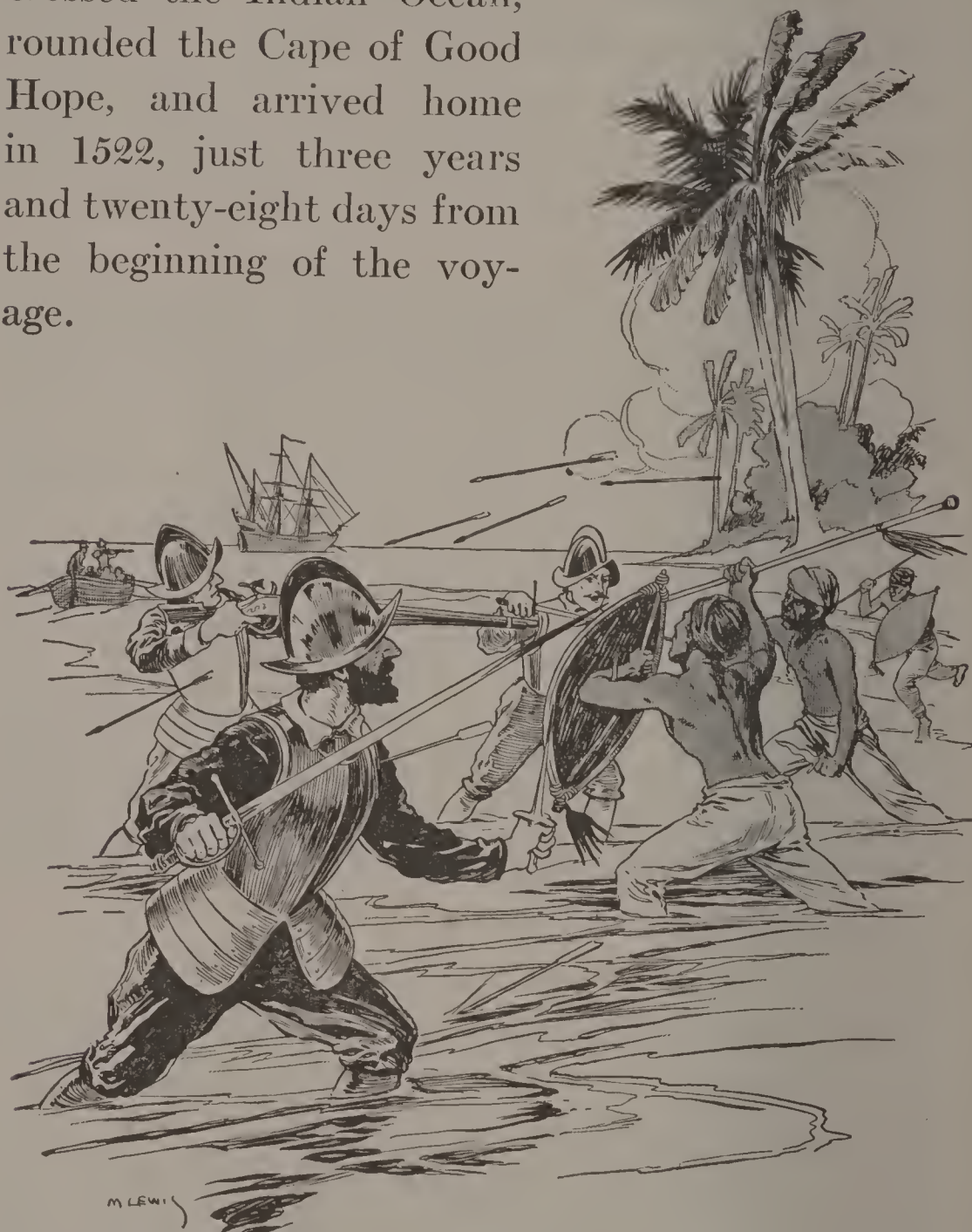
had sneaked back to Spain, and more trouble was still to come. Turning the ships northward and then northwestward, Magellan struck across the Pacific; days lengthened into weeks, and weeks into months, only to bring the same hopeless waste of water. The food supply ran so low that nothing was left to eat but pieces of leather which were used to keep the ship's ropes and spars from wearing in places where they rubbed together. This leather the sailors dragged in the water to soak it, and then they cooked and ate it. Famine

Nineteen men died and twenty-five were almost dead when Magellan reached the island of Guam, which now belongs to the United States. Here food was found in plenty, and the famished sailors eagerly feasted themselves while the natives ran aboard the ships and stole whatever they could lay their hands on. The island of Guam

Magellan's Ship Circles the Globe. — Setting sail again, Magellan came, ten days later, to the Philippine Islands. Here he made friends with one of the native chiefs, but soon became engaged in war with another and lost his life in April, 1521. His men, unable to get possession of their commander's body, sadly steered for the open sea. One of the three remaining ships sprang a leak after leaving the Philippines, and found a watery grave. Another was burned. The Victoria alone of Magellan's fleet was left. Sebastian de Cano, who com- The Phil-
ippines
Magel-
lan's death

manded it, sailed his vessel through the Spice Islands, where he shipped a cargo of cloves. Then he crossed the Indian Ocean, rounded the Cape of Good Hope, and arrived home in 1522, just three years and twenty-eight days from the beginning of the voyage.

One ship
reaches
home

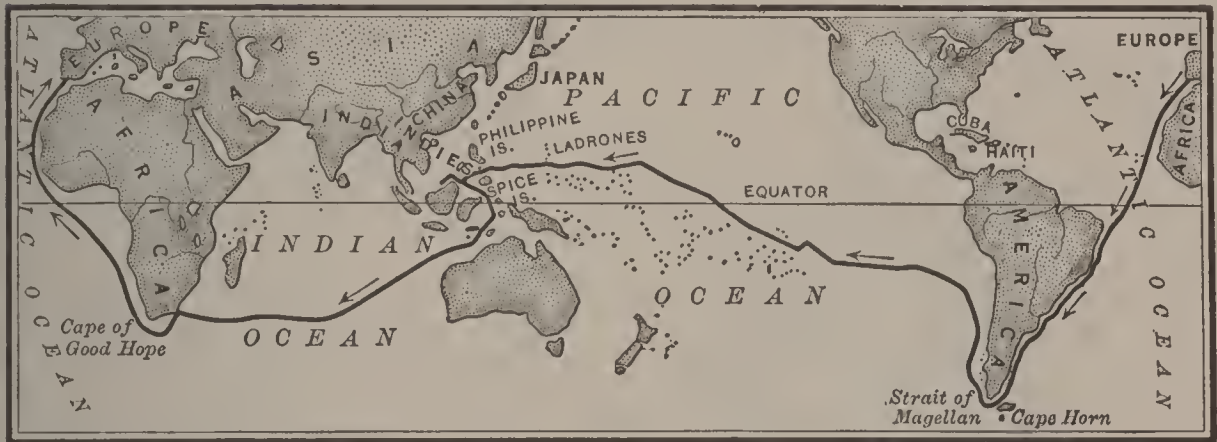


Magellan's Last Battle

What Magellan's Voyage Proved. — Had Columbus lived but twelve years longer, how trium-

phantly he could have pointed to his arguments, at last proved correct. Now, indeed, men knew that the earth is round, because a ship had actually sailed around it. It was also plain, however, that the lands found by Columbus must be a long distance

The earth is a globe



Route of Magellan's Ship

away from Asia, probably altogether separate from it, and that they were most likely nearer the new continent of America, as South America was then called. Thus, besides giving the Pacific Ocean its name, Magellan's fateful voyage had shown to the world two wonderful geographical facts.

The Americas shown to be distant from Asia

WHAT TO KNOW

In 1498, Vasco da Gama reached India by an eastern water route around Africa. Magellan sailed over this route in ships engaged in the rich trade with the Indies.

Magellan believed, as Columbus did, that a westward route was possible and would be shorter. He started out from Spain with five old ships. He first reached South America, where he stayed through the winter. He then sailed through the Strait of Magellan, which he discovered, and into the Pacific Ocean, which he named.

After suffering many hardships, he crossed this ocean and landed first at Guam, and then at the Philippines, where he was killed in battle.

One ship reached Spain, the first to sail around the world. Magellan proved that the earth was round, and that the Americas were far distant from Asia.

QUESTIONS FOR STUDY

1. How did Magellan come to know about the trade with India?
2. What did he believe about the water route to India?
3. Where did he get help for his voyage?
4. When did he sail? How long was the voyage?
5. What strait did he discover?
6. Where did he then sail? What ocean did he name?
7. Tell about the sailors' sufferings on the voyage.
8. Where was Magellan killed?
9. What two great things did he prove? How did his voyage prove that the earth is round?

LESSON VII

Early life **CORTES.** — When Hernando Cortes first opened his eyes upon the world in 1485, in a small Spanish village, Ferdinand and Isabella were at war with the Moors, who lived in the south of their dominions. Hernando, no doubt, heard of the brave deeds done in battle by the soldiers of his nation, but as a boy he could not hope to be like them, for he was a sickly child, who was kept alive only by the gentle care of his nurse.

Character Naturally he had his way in nearly everything, and grew to be self-willed and stubborn, yet he was not lacking in courage and determination, as his

after life showed. When Cortes was fourteen years old, his father decided to make a lawyer of him, **Education** but the boy was unwilling to study, and after wasting two years at school came back home.

Cortes Seeks Fortune in the New World. — Wonderful stories of fame and fortune to be won in the New World drew Cortes to Hispaniola. When he reached there, he was promised lands and slaves if he would settle down and work for five years. “I want gold, not work,” he replied. But he decided to stay, and soon found adventure and fame in fighting the Indians of the island, who had revolted.

From Hispaniola, he went to Cuba, where in 1518 he was appointed to a government position.

While Cortes was in Cuba, several captains returned from an exploring expedition in a part of America called Yucatan. They said the Indians there had told them of a land where there was much gold. This land was Mexico, but the Spaniards knew nothing about Mexico, and they were sure that the Indians **A land of gold**



In Hispaniola

Cortes

In Cuba

meant the kingdom of the great Kublai Khan of China, about whom Marco Polo had written. An expedition was at once raised in Cuba with Cortes as leader.

The Expedition to Mexico. — On November 18, 1518, he set sail. With him were more than six



Spanish Explorations

hundred Spaniards in shining armor, and two hundred Indians. They were supplied with guns, swords, and cannon, and sixteen of them had horses.

The land-
ing at
Vera Cruz

Early in 1519, the expedition landed near where the city of Vera Cruz now stands. Cortes had made a speech to his men, in which he had said, "Be true to

me as I am to you, and I will load you with wealth such as you never dreamed of." You can imagine that they were anxious to follow wherever Cortes might lead.

Cortes built a fort with a large cross in the middle, and on Easter Sunday the chief of a neighboring village came to the camp. He gave Cortes presents of food, cotton cloth, and beautifully colored feather work. One of the presents was a basket of gold ornaments set with precious stones and pearls. In return, Cortes gave the chief a bright red cap and an armchair carved and inlaid. It is said that the chief admired a shining helmet on the head of a Spanish soldier and asked if he might have it to send to his master. "Take it," Cortes replied, "and bring it back filled with gold dust, that we may show our monarch what kind of metal your land contains."

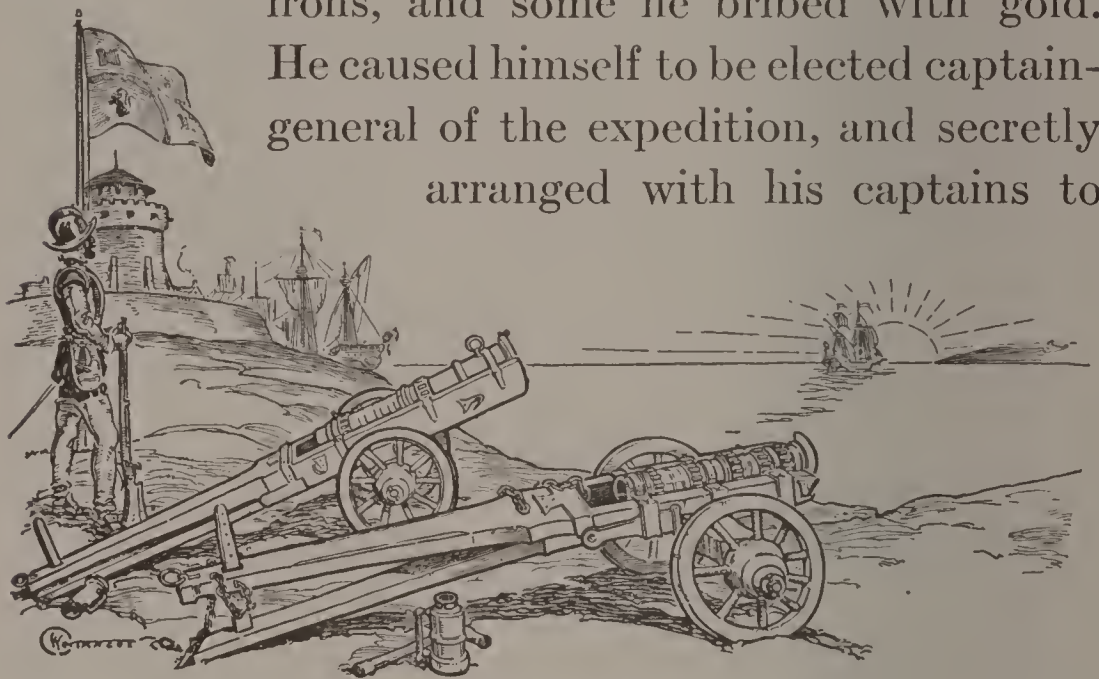
Presents
from the
Indians

The Indians looked in wonder at the Spaniards' horses, and were much frightened by their cannon. When the Mexican king, Montezuma, heard of all this, he was full of fear and thought the strangers might be gods and Cortes the sun god, who, their religion taught, would come from the east. Montezuma sent the Spaniards many presents of gold, silver, and precious stones, and asked them to leave Mexico. He also sent back the helmet full of fine gold dust. This showed the Spaniards that Mexico had rich gold mines, and it cost Montezuma his life.

The Aztec
king sends
presents

Still, many of the Spaniards were unwilling to

encounter further hardships and were anxious to go back to Cuba with the treasures they had already obtained. But Cortes would not listen to this. The thought of riches to come was urging him onward, and he would not turn back. His men grew threatening, but he acted quickly. Some he put in irons, and some he bribed with gold. He caused himself to be elected captain-general of the expedition, and secretly arranged with his captains to



Spanish Cannon

Cortes sinks his ships sink the ships they had come in, so that it would be impossible for the most faint-hearted to think of going back.

March of the Spaniards toward the City of Mexico.—In August, 1519, he set out toward the city of Mexico; with him went four hundred fifty Spaniards with about half a dozen cannon, the horses they had brought with them, and a large force of Indians. After marching for four days, they came to the country of a powerful tribe of Indians with

whom the Spaniards fought two battles. In the first, Cortes was met by a band of a thousand warriors. He tried to be friendly with them, but they shot stones, darts, and arrows at him. “Santiago and at them!” shouted Cortes; whereupon the enemy retreated, leading the Spaniards into an ambush. Beset on all sides by a force of many thousands of Indians, who fought fiercely with clubs, swords, and double-pointed spears, the Spanish cavalry charged and saved the day. During the battle, the Indians managed to capture one of the horses, which they killed. This loss was a hard blow to the Spaniards, for up to this time the Indians had feared the horses, believing they could not be killed. In the second battle, the Spaniards almost suffered a crushing defeat, but at the moment of possible victory the Indian leaders fell to quarreling and lost the battle. They now became the allies of Cortes, and marched with him to attack the city of Mexico.

Two battles with Indians

Indians become allies

Montezuma, hearing of these victories, again sent messengers to Cortes with rich presents and asked him to leave the country. But the Spaniards pressed onward, and soon Montezuma, seeing that they would not turn back, sent them several invitations to visit him. Cortes was amazed at the beauty of the cities that he saw on his way. They had grand temples, broad, straight streets, and strongly built houses, with gardens and groves of trees between them. One of these cities was adorned with four hundred towers

The march to Mexico

that rose high in the air. While in this city, Cortes found that the inhabitants were plotting against him. Falling upon them unexpectedly, he killed about six thousand of them.

WHAT TO KNOW

Cortes was a weak child, self-willed and stubborn, but he grew up brave and determined. He did not like to study, but instead looked for fame and fortune in the New World.

He went to Haiti and then to Cuba, where he heard of a land of much gold. He thought this land must be China, and decided to find it.

The expedition landed at Vera Cruz, Mexico, where Indians visited Cortes, gave him presents of food and gold, and asked him to leave the country. He sank his ships so that no one could go back. He then left Vera Cruz for the city of Mexico with a force of Spaniards and Indians.

On his march, he fought and won several battles with hostile Indians, and passed through many beautiful cities.

QUESTIONS FOR STUDY

1. Where was Cortes born? Tell about his early life.
2. What made him come to America?
3. How did he become interested in Mexico?
4. Of what was his expedition made up, and where did it land? Why did he sink his ships?
5. Who did the Mexicans think he was?
6. How did Cortes win his battles with the Indians so easily?
7. Describe the Mexican cities.

LESSON VIII

Spaniards in the City of Mexico. — Steadily the Spaniards pressed on, till at last one bitter cold day in October, 1519, after toiling through a mountain pass in the face of wind and snow, they came

to a bend in the road, and before them lay the valley of Mexico. Early in November, they reached Mexico city, the capital of the Aztec empire. Here they were met by a procession of a thousand great men of the city, who marched with bare feet

and bowed heads in honor of their sovereign. Soon Montezuma appeared; Cortes advanced to meet him, and, taking off a neck-

Cortes
meets
Monte-
zuma



Armor and Horse of Cortes

lace of glass beads, placed it around Montezuma's neck. The Aztec monarch pleasantly invited Cortes into the city and then returned to his palace.

The Spaniards were soon made comfortable in a large palace, where a few days later they

set up an altar for worship. While busy with this work, they discovered a place where the wall had been freshly plastered. Cortes ordered this to be broken open, and to the astonished Spaniards there was disclosed a most wonderful treasure room, filled with gold bars, gold nuggets, and many things made of gold, silver, and precious stones. Cortes would not let any one touch these at the time, and closed up the hole again.

The
treasure
room

Monte-
zuma a
prisoner

Not long after this an Aztec general attacked a small force of the Spaniards left at Vera Cruz, killing some of them. This was reported to Cortes, and he used it as an excuse for making a prisoner of Montezuma. In this way Cortes expected to make his own position safer. Imagine the surprise of the Aztec king when he found himself made prisoner by a handful of Spaniards in a city containing about 200,000 of his own people.

More
Spaniards
join Cortes

About this time the governor of Cuba became jealous of Cortes and sent an army into Mexico to arrest him. Cortes, with part of his men, left the Aztec capital and, taking by surprise the Spaniards sent against him, defeated them. They then joined his expedition.

Monte-
zuma's
death

When Cortes returned to the city of Mexico, he found that the Spaniards and the Aztecs had come to blows. He took command of the Spanish forces. He saw that the Spaniards were in danger of being blotted out by the Aztec army which surrounded their palace, and he decided to force his way out of the city. Before the battle that followed, Cortes compelled Montezuma to make a speech, asking his people to stop fighting. While he was speaking, the Aztecs shouted " Coward! Chicken! " and showered him with stones and arrows. One of these struck Montezuma before the Spaniards could shield him. Wounded and broken-hearted, he refused to eat or drink, and died three days later.



Cortes in Battle

Finally, late on the last night of June, 1520, the Spaniards and the Indian allies fought their way out of the city, losing more than half their number in killed and captured. After a dangerous retreat and a hard-fought battle, they reached a friendly town, where they rested. Here the Spanish army was increased to about a thousand by men from Hispaniola, and the Indian force to about fifty thousand.

The Spaniards retreat

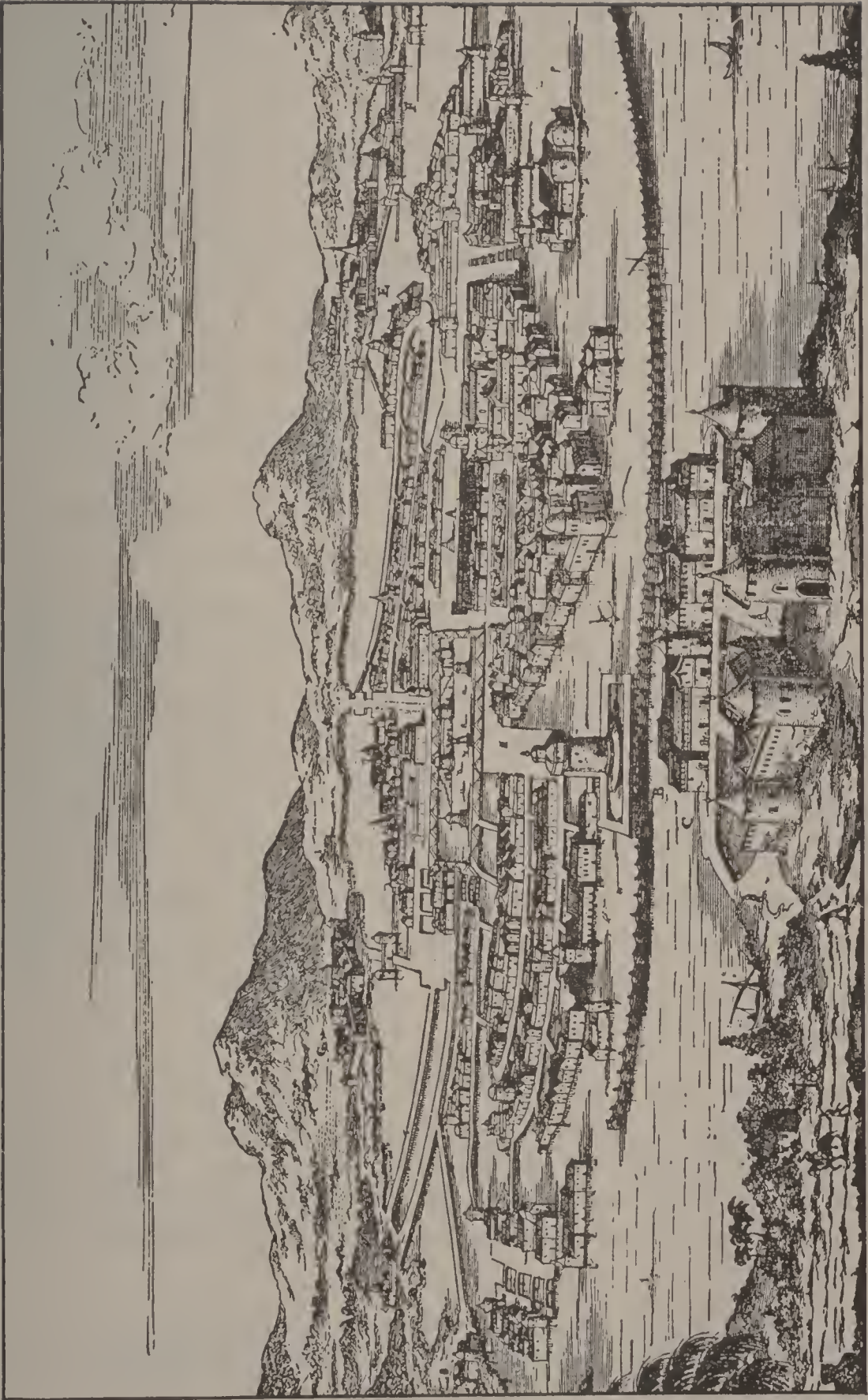


The Aztec King Begs for Death (a bronze tablet in Mexico)

Capture of Mexico. — Cortes now returned to attack the city of Mexico, and in May, 1521, laid siege to it. In this siege he was aided by ships which he built on the lake surrounding the city. During the first week of June the Spaniards began the attack on the city, and after four months of fire and bloodshed, the once beautiful Mexican capital fell into the hands of Cortes.

Siege of Mexico

The new Aztec king was taken captive. He had tried to escape in a canoe, but had been discovered and brought back. It was indeed a sad sight to



Mexico City in 1630

The last
king of
the Aztecs

see the proud king of the Aztecs led through the streets of his own royal city, pale and wan, looking neither to the right nor to the left, and walking with a firm and majestic step. When he came before Cortes, he touched the Spaniard's dagger and begged to be killed, since he had lost everything. One hundred thousand of his subjects had perished in the siege. Some time later he was accused of plotting against the Spaniards and was condemned to be hanged.

Death of
Cortes

Last Days of Cortes. — The victorious Spaniards forced the Indians to rebuild and fortify the city, and soon all Mexico became a Spanish province, with Cortes as its governor. In 1528, he returned to Spain to answer charges made against him. He was well received at first, but on later visits his countrymen treated him coldly. He lost his honors, his wealth slipped away, and in 1547, while preparing to return to America, he fell sick and died. Spain held the country which he had given her until Mexico became a republic in 1824.

WHAT TO KNOW

In November, 1519, Cortes reached Mexico. The Spaniards were royally received and given every comfort. Cortes wanted the wealth of the city for himself. He made Montezuma prisoner, and so turned the Mexicans against their king that he died broken-hearted.

Cortes fought his way out of Mexico. With the help of a large army of Spaniards and Indians, he returned and attacked the city. In 1521, after a long siege, he captured it.

He made the Indians rebuild the city, which he had laid in ruins. The country of Mexico became a Spanish colony, and Spain held it for three hundred years.

QUESTIONS FOR STUDY

1. What did Montezuma think of the Spaniards?
2. Describe the meeting of Cortes and Montezuma.
3. Why did Cortes make Montezuma prisoner?
4. Why did Cortes leave the city of Mexico?
5. Tell about the capture of the city.
6. What can you say of the later life of Cortes?
7. How long did Spain hold Mexico?

LESSON IX

DE SOTO. — Hernando de Soto was born in Spain about the year 1500. As a boy he excelled in athletic sports and in the study of his native language. At an early age he went to Panama. From there, some years later, he sailed with other soldiers to join Pizarro's expedition in Peru.

Early life

De Soto in
Panama

He stayed in Peru long enough to see the leaders of the expedition begin to quarrel. Then he set out for home, carrying with him a goodly share of gold.

De Soto in
Peru

In Spain De Soto was splendidly received. While there he married the daughter of a nobleman with whom, when a poor lad, he had come to Panama. The king urged him to ask any favor he wanted, so De Soto begged permission to conquer Florida at his own expense. He was made not only absolute lord over Florida, but also governor of Cuba.

De Soto in
Spain

Expedition to Florida. — When it became known that De Soto wanted men for an expedition, they came in great numbers. Many were noblemen who had sold their lands to be able to buy arms and armor, for they were very anxious to go with De Soto; surely, they thought, he would not risk his own fortune unless he was certain there was more gold to come. It was a gay company that gathered round him, some dressed in silk and many clad in shining armor. From these, De Soto chose six hundred of the healthiest; twenty officers commanded them, and twenty-four priests went along to perform religious services.

In April, 1538, this gallant company sailed out of the little port of San Lucar, Spain, as joyously as though going for a pleasure sail. On arriving in Cuba, De Soto was received with feasting and merrymaking. In May, 1539, he left his wife to govern Cuba and sailed for Florida, which he reached in about two weeks, at the place now called Tampa Bay, on the western coast. Here he landed his men and supplies and sent his ships back to Cuba.

The expedition was provided with everything that could be thought of to make it successful. There were two hundred horses; there were chains to put on the slaves to be captured; there were bloodhounds to help fight the Indians and to find them when they ran away; there was even a drove of hogs to provide the company with fresh pork.

The men
of the
expedition

In Cuba

The land-
ing in
Florida

Outfit of
the ex-
pedition

But in spite of all this, and of the fact, too, that there were more men than in the expedition against



Embarkation of De Soto

either Mexico or Peru, disappointment and disaster stared them in the face from the beginning.

The
Spanish
captive

The Search for Gold. — Greed for gold made them desperate, and day after day they plunged deeper and deeper into the trackless wilderness, following any direction which their Indian guides said would lead to rich cities. They found nothing but In-



De Soto on the March

dian enemies, however, with the exception of a Spaniard who had been captured by the Indians while exploring Florida with an earlier expedition. The Spaniards were about to shoot him, mistaking him for an Indian, when he saved his life by suddenly shouting “Se-

villa,” one of the few Spanish words he had remembered.

An In-
dian story
of gold

This man could tell of no land where there was gold or silver, but an Indian guide promised to lead them to a place where a woman was governor, and where gold was so well known that it was melted

and refined. He told the story well, and the Spaniards believed it, but they found it was a false tale. When an Indian led them astray it meant death to him, but the red men did not care. They hated the Spaniards, and purposely led them out of their way, often into swamps.

Cruel Treatment of the Indians. — After a few months of tramping about, some of the Spaniards wanted to go back to Spain, but De Soto would not listen, and they had to keep on. At one place, four Indians were captured and were asked about gold and silver. One of them replied that he knew of no place where there was gold. Immediately he was condemned to die for telling an untruth, and the other three Indians then invented more tales about rich countries.

Why the
Indians
spoke
falsely

At each Indian village, the Spaniards made a practice of forcing the inhabitants to give them food. Then they would make the chief a prisoner and force him to lead them to the next town. Other Indians would be made slaves, to carry the baggage. The story is told that at one town along the way, called "Evil Peace," the Indian slaves fell upon the Spaniards and one struck De Soto senseless, knocking out some of his teeth. Often these slaves would kill their keepers and run off, even though they were bound hand and foot with chains. The Spaniards usually gave chase with bloodhounds and brought the captives back.

Indian
slaves
give
trouble

WHAT TO KNOW

De Soto was a healthy boy of good family and education.

When a young man he went to the Isthmus of Panama and looked in vain for a passage connecting the Atlantic and the Pacific Oceans. He went with Pizarro to Peru, where he became rich.

He returned to Spain, where he married. The king of Spain made him governor of Cuba and of Florida.

Many Spaniards joined De Soto's expedition to America. They came to Cuba, and, provided with all they needed, sailed for Florida in search of gold.

They followed paths that the Indian guides said led to gold. They treated the Indians very cruelly, and therefore the red men hated them and often led them astray.

QUESTIONS FOR STUDY

1. Give a short account of De Soto's early life.
2. How did he become rich?
3. Why did men want to join him on his voyage to America?
4. How was his expedition to Florida fitted out?
5. What disappointments did De Soto meet at the beginning?
6. Where did the Indian guides lead him?
7. How did he treat the Indians of each village he came to?

LESSON X

Battles with Indians. — Late in 1540, after wandering northward to the upper Savannah River, and then southwest, the Spaniards came to a village called Mauvila, near where the city of Mobile now stands, on Mobile Bay. De Soto and some of his men with the baggage went into the town. The Indian guide asked for his freedom, and when this was refused, ran into a hut.

De Soto at
Mauvila

Soon the Spaniards saw that the place was full of hostile Indians. De Soto and his men rushed for safety. Several times he fell, struck by Indian arrows. Gathering his men about him, he attacked the town and set it afire, killing several thousand Indians. About forty of his own men were killed and a number wounded. Most of the baggage was lost. The Indians had laid a plot to wipe out the

Battle at
Mauvila

Spanish force, but bows and arrows and clubs were no match for Spanish horsemen armed with swords, nor for the flames, in which large numbers perished. Another battle and fire in

northern Mississippi cost De Soto eleven

men, fifty horses, almost all of the hogs, and the rest of their extra clothing and arms.

Discovery of the Mississippi. — In April, 1541, the Spaniards reached the Mississippi. They were clad in skins and armed with swords and with lances which they had made. They found the river deep, muddy, and swift, and so wide that a man on the other side might be mistaken for the stump of a tree. They were the first white men to see its waters. Crossing it, they wandered northwest



Route of De Soto

Another
battle

The
Mississippi
River

into what is now Arkansas, and then turned back again.

A terrible winter almost froze to death. Finally, in the spring of



Death of
De Soto

1542, they again reached the Mississippi. In all this long tramp, they had found only pathless forest. Here and there the Indians had a few pieces of copper, some buffalo robes, and Indian corn, but no gold or silver was to be seen. De Soto now fell into a fever; sick and disappointed, he died in May, 1542.

His men were afraid to let the Indians know that he was dead, so they buried him in wet earth and let the horses trample the surface of the ground. But the Indians knew and pointed to the spot. Then the body was dug up, weighted with sand, and in the dead of night sunk in the Mississippi River.

Burial of
De Soto

De Soto Discovers the Mississippi

After more hardships, the rest of the company built seven boats and sailed down the Mississippi, finally reaching a Spanish settlement in Mexico. Just three hundred eleven of the six hundred men were left. Suffering and misery the Spaniards had found in plenty, and never again did they search for gold and silver in Florida. De Soto had perished, but had made himself immortal as the discoverer of the great Mississippi River.

End of the expedition

Why De Soto is remembered

WHAT TO KNOW

De Soto and his men wandered to what is now northern Georgia, and then southwest to Mauvila, Alabama. Here they fought a terrible battle with Indians, but Spanish swords and horses prevailed over Indian clubs and arrows. However, they lost their baggage, and many horses and men.

They traveled through northern Mississippi, and in 1541 discovered the Mississippi River, which they crossed. They then wandered northwest into Arkansas. They suffered greatly from cold and exposure.

In the spring of 1542, they tramped through pathless forests back to the Mississippi. De Soto died here of a fever, and was buried in the river. The rest of the expedition sailed down the Mississippi and reached a settlement in Mexico.

The Spaniards did not find gold or silver, and so for a long time took no more interest in Florida.

QUESTIONS FOR STUDY

1. Describe the battle at the Indian village of Mauvila.
2. Tell the route the Spaniards followed from Florida.
3. How long did De Soto wander in search of gold? How much did he find?
4. What was the result of the march and battles on the expedition?

5. Where was De Soto buried?
6. What became of his company when he died? How many were left?
7. Why is De Soto famous?

LESSON XI. REVIEW

Review the Spanish explorers, using the summaries and questions of lessons from I to X. Give attention only to the important facts of each lesson.

GENERAL QUESTIONS

1. About what Spanish explorers have you studied?
2. What did each one do for Spain?
3. Where did Columbus go on each of his four voyages?

Write a composition about one of the Spanish explorers, following this outline:

- (a) His early life.
- (b) What he wished to do.
- (c) What lands he explored.
- (d) The result of his work.
- (e) His death.

CHAPTER II

THE ENGLISH EXPLORERS

LESSON XII

THE CABOTS: Father and Son. — Genoa was the birthplace of John Cabot, as it was of Columbus. For some reason Cabot went to live in Venice, where he was so well thought of that he was given citizenship in 1476. Two years before this, his second son, Sebastian, had been born, a son who was to share his father's fame as a sailor. Italy their birthplace

Several years before Columbus sailed on his first voyage, John Cabot went to England to live. With his family he settled in Bristol, then the chief seaport of England. There were many merchants of that town who were interested in voyages upon the sea, as men in our time are interested in the navigation of the air. They believed that there were two large islands west of Ireland called Brazil and Antilia, and several times, on the advice of Cabot, ships were sent out to find them, but in vain. They go to England

John Cabot once visited Arabia, where he saw a caravan loaded with spices. These, he learned, had come from the Indies, over a long and dangerous

land route. Cabot perhaps thought that the countries in eastern Asia might be reached more readily by ships sailing westward from Europe, and he dreamed of finding the way by sea, if possible.

Cabot
hears of
Columbus

About this time, Columbus sent his brother Bartholomew to ask help of Henry VII for his voyage in search of a westward route to the Indies. It is possible that Cabot heard of the plan of Columbus from Bartholomew's lips; it is certain that he was interested in it after Columbus's first voyage. When he heard that the discoverer had sailed westward and found the Indies, he decided that by sailing west from England he could reach China.

John Cabot
and Henry
VII

At the court of Henry VII there was disappointment because Columbus had not sailed under the English flag, and it was not hard for John Cabot to interest the king in his plans. Early in March, 1496, Henry gave Cabot a license "to sail to the east, west, or north, with five ships carrying the English flag, to seek and discover all the islands, countries, regions, or provinces of pagans in whatever part of the world." Cabot was not allowed to sail south because Henry was afraid that if he did, England would get into trouble with Spain, whose ships were sailing in southern waters. In the license, five ships were mentioned, but Cabot could raise money for only one. In his one ship, called the *Matthew*, Cabot had a crew of only eighteen men and his son Sebastian.

First Voyage of Cabot. — Early in May, 1497, this little company sailed out of Bristol harbor.



Cabot Shows his License

They were not so long as Columbus had been in finding land by sailing westward, but in little more than a month they came upon what they believed

Mistakes
North
America
for China

to be the coast of China. It was really a part of our continent,—either Labrador or other land near the Gulf of St. Lawrence. For many hundred miles they sailed along the North American coast, but did not see any people.

Several times Cabot landed and took possession of the country for England. He could see that the land was inhabited, because he found trees with notches cut in them, traps for game, and needles used for making fish nets. The waters teemed with codfish, for which the Canadian coast has ever since been famous.

When Cabot reached Bristol again in August, 1497, people went wild with excitement over the news of his voyage. Many people believed that he had discovered the fabled island of Brazil; some, that he had found the fancied cities of the East, glittering with gold and jewels, of which stories were told, but which no one had ever seen; but the general belief was that Cabot had visited the land of the Great Khan of China.

Crowds followed Cabot on the streets, saluting him as the great admiral, and the king of England gave him £10, that is, fifty dollars, as a reward, and a pension of a hundred dollars a year. Fifty dollars seems a small sum to give a man for such an important and dangerous trip, but in those days this would buy as much as we could now get for about five hundred dollars.

Takes pos-
session for
England

Return to
England

Cabot
honored
and re-
warded

Cabot's Second Voyage. — In 1498, John Cabot went on another voyage with his son Sebastian and five or six ships. They sailed along the coast of North America, from Nova Scotia about as far south as Chesapeake Bay. This time Indians were seen; they were dressed in the skins of wild animals, and seemed to know some of the uses of copper. The Cabots saw deer, larger than the stags of England, and bears that plunged into the water to catch fish. But they did not find the rich cities of Asia, as they had hoped; and therefore, at that time, their voyage was considered a failure.

What the
Cabots
found.



Lands discovered by the
Cabots

Later Life of Sebastian Cabot. — After the death of Henry VII, Sebastian Cabot went to Spain and became chief pilot to the Spanish king. Between the years 1526 and 1530, he made a voyage to the Plata River in South America, and when he came back to Spain some of his mutinous sailors had him thrown into jail. But the king took Cabot's part and made him chief pilot again. In 1548, Sebastian went back to England and became president of a company of merchants whose object it was to find a

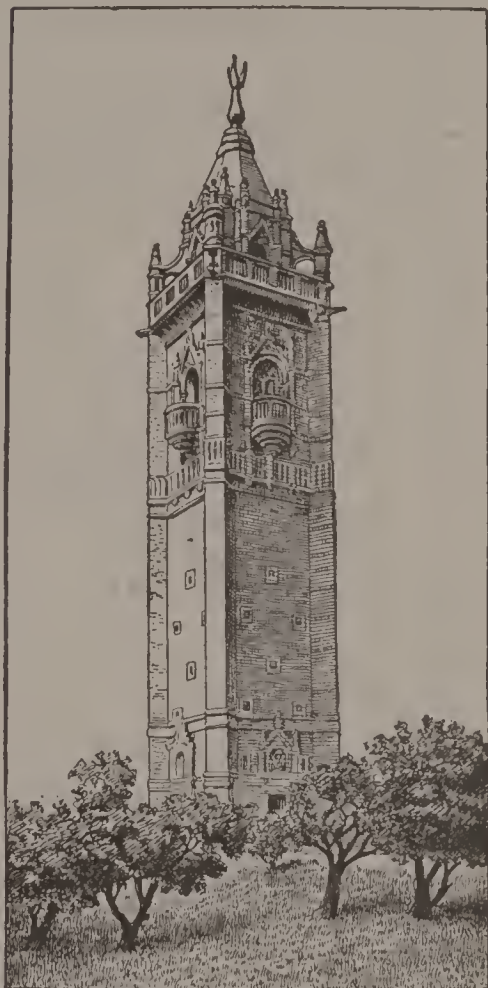
Voyage to
South
America

Voyage to
waters
north of
Russia

passage to China around the cold shores of northern Europe. They succeeded in trading with the Russians on the White Sea, but did not find a passage through the frozen waters of the Arctic Ocean.

In 1557, Sebastian Cabot died, having been a

England's
claim to
North
America



Cabot Memorial at Bristol,
England

sailor for more than sixty years. England has had good reason to remember the Cabots, because they gave her a claim to the possession of North America. This claim, England said, was better than that of the Spanish, because the early Spanish voyages were made only to the islands now called West Indies. Columbus did not reach the mainland of South America until 1498, but the famous Venetian father and son had claimed the mainland of North America for England in 1497, about

fourteen months before. Sebastian Cabot was one of the first navigators to believe that North America was a new continent, unexplored, and to trace upon the maps of the time its coast line from Labrador to Florida.

WHAT TO KNOW

John and Sebastian Cabot, father and son, were born in Italy. John Cabot took his family to England to live.

When England heard that Columbus had found land by sailing westward, the king readily gave Cabot permission to make a voyage of discovery.

On his first voyage, Cabot landed at Labrador, and thought he had reached China. He took possession of the coast for England.

The Cabots made a second trip to America, and sailed along the coast from Nova Scotia to Chesapeake Bay.

On a later voyage, Sebastian Cabot sailed to the Plata River in South America for Spain. He returned to England and tried to find a passage to China around northern Europe, but Arctic ice made him turn back.

England laid claim to North America on the strength of the Cabots' voyages.

QUESTIONS FOR STUDY

1. In what country were the Cabots born?
2. What country did John Cabot later choose for a home?
3. What made John Cabot first think of finding a westward route to Asia?
4. Why did the English king help the Cabots?
5. What parts of America did the Cabots visit, and when?
6. What did England gain from their voyages?

LESSON XIII

DRAKE: Boyhood. — We now come to a man who was a great admiral, a bold sea robber, and an explorer, all in one; whose life story is a chain of strange adventures.

Francis Drake was born in Devonshire, England, in 1544, at a time when that country was torn with religious quarrels. Edmund Drake, father of Fran-

Drake's father cis, was a preacher, who, being persecuted for his religious ideas, fled to an island near the town of Plymouth. Henry VIII, who was then king, died soon after, and Edward VI, the next king, appointed Edmund Drake "Reader of prayers to the Royal Navy," and allowed him to live on an old ship.

Drake's
early home

You can imagine Francis, now a bright, curly-headed, blue-eyed boy of six, climbing the rigging of his home on the water, and, lulled by the lapping of the waves, dreamily watching the ships put out to sea. Perhaps he already longed to sail in one of them, for Francis and his brother expected to enter the navy when they were old enough; but this dream did not come true, for after a short reign the king died, and the Drakes were not in favor with Mary, who succeeded to the throne.

He hears
of Spanish
persecu-
tion

Drake's father lost his position, and the boy, being obliged to shift for himself, worked on a vessel sailing between England and Holland. Philip II of Spain was deep in a war with the Dutch, and many were the thrilling stories of Spanish persecution which the English sailor lad heard from the Dutch seamen. He began to feel the spirit of revenge against the Spaniards that caused him to be a terror to them on the sea all the rest of his life.

Drake Becomes a Sea Rover.—After several years, Drake became owner of the ship he worked on, his employer dying and leaving it to him. In 1562, two merchants of Plymouth, John and William

Hawkins, relatives of Drake, had begun a profitable trade in negro slaves, which they stole or bought in Africa and sold in the West Indies. Drake entered their employ, and, in 1567, as pilot for John Hawkins, sailed from Plymouth, with a fleet of six ships, on a long voyage to the Spanish Main, as the Spanish possessions in Central and South America were called. Rough weather battered the ships at first, but they managed to reach the Guinea coast of Africa and take on a load of five hundred slaves. Crossing the Atlantic, the traders reached the Caribbean Sea in March, 1568.

He enters
the slave
trade

Trade with the English was forbidden in the Spanish colonies, but Drake and Hawkins managed, by using force, to exchange their slaves for a rich cargo of gold, silver, pearls, sugar, and hides. Well pleased with their good fortune, they turned their prows homeward, but the ocean was not so kind to them, and two furious storms disabled the ships so that they had to put into the port of Vera Cruz, Mexico, to make repairs.

Drake at
Vera Cruz

Soon a Spanish fleet appeared. Its commander gave Hawkins friendly promises and was allowed to bring his ships into the harbor. All went well for a few days; then suddenly the Spanish fell upon the English, and although Drake and Hawkins fought furiously, they barely escaped with two ships. Most of the wealth they had gained by the voyage was lost, while with their men half starved they sailed back

The voy-
age ends
badly

home and entered Plymouth harbor much poorer than when they had left it.

How Drake first Saw the Pacific Ocean. — Drake now made up his mind that the Spaniards should be punished for the way they had treated him. He hastened to Elizabeth, who was then queen, and laid his troubles before her. She did not declare war, but she helped Drake in his plans to humble the hated Spaniard. For several years the English adventurer spent his time sailing to the West In-

Drake
plans
revenge



Drake Sees the Pacific

dies, to find out the weak points in the Spanish colonies, where the best chances for plunder lay. In 1572,

leaving his ships at the coast, Drake led his men part way across the Isthmus of Panama in the hope of capturing treasure. He did not succeed in getting any treasure on this expedition, but on the march he came in sight of the Pacific Ocean, and, struck with wonder, prayed to God "to give him life and leave to sail once in an English ship on that sea," — a prayer that was later to be answered.

Explores
the
Isthmus of
Panama

Drake then went back to his ships and spent some time in plundering many Spanish towns and two hundred Spanish vessels. Once, he and his men missed their ships, so they built a raft of logs, with a biscuit sack for a sail. Launching it on the angry waves of a wind-swept ocean, they spent six hours under a broiling sun, in water up to their waists, before they found their ships. Hardships like this did not seem to bother Drake, who, with ill-gotten wealth, sailed into Plymouth harbor one day in August, 1573. It was Sunday morning, but the good people of the town were so overjoyed to see the hardy adventurers that they forsook the churches for the wharves, to receive their returning countrymen.

Comes
home with
plunder

The Voyage to the Pacific. — Drake kept in mind his view of the Pacific Ocean. He could not rest till he had sailed its waters. Four years he waited before he could get the queen's consent. Finally, with her help, he fitted out five ships, with a crew of one hundred fifteen men and fourteen boys. In

Drake starts in 1577 December, 1577, Drake headed for South America. Stormy seas, fog, wind, and mutiny combined against him from the start. Not discouraged, however, he finally reached the Strait of Magellan with three of the five ships, in August, 1578. Two weeks later, Reaches the Pacific Ocean Drake's ship, the Golden Hind, sailed into the Pacific Ocean, the first English vessel to plow its waters.

WHAT TO KNOW

Drake was born in Devonshire, England. He was a brave explorer and sailor. He hated the Spaniards because of their persecution of the Dutch, and because they had stolen a rich cargo which he had received in exchange for slaves in the Spanish West Indies.

He returned to England and planned revenge on the Spaniards by plundering the Spanish colonies in the New World. He got much wealth by plundering Spanish towns and vessels.

He returned to England, and after four years of waiting, started on a voyage to the Pacific Ocean with five ships. After many hardships he reached the Pacific by way of the Strait of Magellan. He was the first Englishman to sail into the Pacific Ocean.

QUESTIONS FOR STUDY

1. In what year was Francis Drake born? In what country was he born?
2. Tell why Drake loved the sea while a boy.
3. How did Drake come to dislike the Spaniards?
4. What trade first brought Drake to the New World?
5. How did Drake get his first view of the Pacific Ocean?
6. What route did Drake take to the Pacific Ocean? When?

LESSON XIV

Drake's Exploits on the Pacific. — The Pacific Ocean was no kinder to Drake than the Atlantic



Drake puts Spanish Treasure aboard the Golden Hind

had been. One of his three ships went down, and the captain of the second sailed for home, leaving the Golden Hind alone to face the dangers of a vast, unknown ocean. Drake had learned to stop at nothing. The greater the hardship, the higher his courage rose. Striking boldly up the west coast of South America, he fell in with a Spanish galleon,

Loss of
two ships

loaded with an enormous amount of gold and silver. After a short fight the English quickly moved the treasure from the galleon to the Golden Hind, which then sailed merrily away.

Plunder
of Spanish
ships and
towns

Several Spanish towns along the coast had helped to swell Drake's growing wealth with bars of silver, when he sailed into a harbor near Lima in Peru. Here he learned that a Spanish ship had left two weeks before with a cargo of gold and jewels. Crowding on all sail, Drake gave chase, and in nine days overhauled the Spaniard. After one broadside, the captain of the ship surrendered, and right there on the high sea, thirteen chests of gold coins, twenty-six tons of uncoined silver, eighty pounds of gold, and precious stones without number were put aboard the Golden Hind. The task took a whole week, and Drake had riches enough.

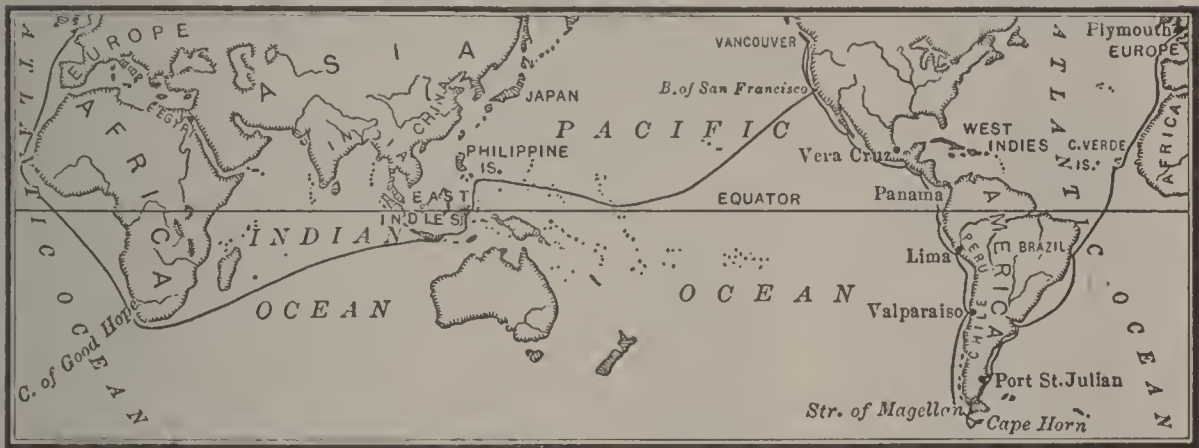
New
Albion

Drake now sailed up the west coast of North America, where, in a small harbor not far from San Francisco Bay, he laid up the Golden Hind for repairs. He found the Indians friendly, and the country pleased him very much. He called it New Albion, because it had white sand banks and cliffs facing the sea, like England, — which is sometimes called Albion from a word that means white.

Drake
crosses the
Pacific

First English Ship to Sail around the Earth.— In a month the Golden Hind was ready, and Drake headed her across the Pacific, following the path that Magellan had taken nearly sixty years before.

All went well till after the ship had reached the Spice Islands in the East Indies. Then one day she ran aground on a reef, and there was danger that the men who had endured such hardship and collected so great treasure, would find at last a watery grave in those far distant seas. Eight cannon, and tons of cloves were thrown into the sea. Then, with a change in the wind, the Golden Hind floated clear



Drake's Voyage around the World

of the reef. Drake now turned his prow straight across the Indian Ocean, rounded the Cape of Good Hope, and reached Plymouth in September, 1580. End of the voyage, 1580

Drake Knighted.—When, a few days later, Elizabeth sent for him, Drake was careful to take along some of the plunder with which his vessel was loaded, for he knew that the queen would excuse the robberies by her subjects when they used gold and jewels for arguments in defense of themselves. So Drake soon found himself honored at court and proclaimed a hero throughout all England. The queen

attended a dinner aboard the *Golden Hind*, and there knighted him. She had most of the treasure removed to the Tower of London, but allowed Drake to keep a large amount for himself, and liberally rewarded his crew.



The Queen Knights Drake

Drake and the English Navy. — England was jealous of the wealth and power of Spain, gained from trade with the West Indies. Drake tried to make Elizabeth believe that to send out a powerful English fleet and destroy this trade was the surest way to humble her hated rival. Finally, after five years, she yielded, and in September, 1585, Drake sailed out of Plymouth with the largest fleet he had yet commanded. Reaching the West Indies, he

captured a number of Spanish towns, and compelled some of them to buy their freedom with enormous ransoms. The Spanish were furious at the English attacks on their commerce. It was soon reported in England that the Spanish king was preparing a great fleet, or Armada, with which to invade and conquer England.

Drake
attacks
Spanish
trade

When Elizabeth heard of these preparations, she made Drake an admiral and gave him command of a fleet of twenty-three ships to be used against the Spanish Armada. Drake sailed at once. In the face of a furious storm, he reached the coast of Spain, sailed right into the harbor of Cadiz, destroyed the forts and an immense number of ships, and found out the plans of the Spanish king for the invasion of England. Drake then sailed for home, capturing a large treasure ship on the way.

Drake
at Cadiz

The Great Spanish Armada. — Philip II, the king of Spain, now doubled his efforts to get ready his Armada. In May, 1588, the Spanish fleet sailed. One hundred thirty vessels, manned by eight thousand sailors and bearing twenty thousand soldiers, bore down upon England to subdue that country to the power of Spain. Storms delayed the Spaniards, but on July 29, the Armada appeared off the English coast, sailing in the form of a crescent seven miles wide.

The English vessels were smaller, swifter, and more easily handled than the big Spanish ships. In and



Fighting the Spanish Armada

out they darted, firing broadsides where they would do the most damage, and capturing two of the big Spanish galleons. This kind of fighting went on for some days, till both fleets anchored near Calais. The Spanish had suffered fearfully from all these attacks, and now the English filled some small vessels with materials that would burn easily, set them afire, and turned them loose among the Spanish ships, at dead of night. At once all was confusion in the Spanish fleet. The great galleons tried to get away, and some of them ran aground.

English
seaman-
ship supe-
rior to
Spanish

When day dawned, the English ships began a furious attack, and in six hours twelve galleons were sunk or disabled. The rest of the Spanish fleet tried to escape by sailing around the north coast of England, but it was so badly shattered that only fifty-three of the ships ever reached Spain again. Drake had led the heaviest fighting, and his name became a household word in Europe, for seamanship and valor. If the Armada had been successful, the Spaniards would probably have controlled the colonization of North America, and this might have prevented the growth of the American nation.

Importance
of the
victory

Drake's Death. — Twice more, Drake sailed against the Spaniards. He visited again the places in the West Indies that he had plundered before. On his last voyage he arrived at Costa Rica in Central America. While his ship lay off that coast, he was stricken with a fever, and died, after a week's

illness, in January, 1596. He was buried at sea, in the waters that had witnessed so many of his daring adventures.

Why
Drake
is famous

The Spaniards no doubt were glad that he was dead, but they could not easily forget him. His fame has lived in English history not only because of his great deeds upon the sea, but because he was the first Englishman to sail the Pacific Ocean, the first Englishman to sail around the globe, and one of the first to show England that her true power lay in a great navy.

WHAT TO KNOW

Drake captured two treasure ships off the coast of South America. He reached the coast of California, and called it New Albion.

The Golden Hind sailed across the Pacific Ocean, crossed the Indian Ocean, rounded the southern end of Africa, and reached England in safety in 1580.

Drake tried to destroy the wealth and power of Spain by plundering Spanish colonies. Spain declared war on England. In the sea battles which followed, Drake led the heaviest fighting. The Spanish Armada was badly defeated.

Drake died in Central America and was buried at sea.

Drake was the first Englishman to sail around the globe. He helped to prevent Spain from controlling North America.

QUESTIONS FOR STUDY

1. Tell about one capture that Drake made on the Pacific.
2. Why did Drake call the coast of California New Albion?
3. What route did he take to England from California?
4. In what years did he sail around the globe?
5. How did Drake try to destroy Spanish trade?
6. How did he become more famous in 1588?
7. How was North America saved from Spanish control?

LESSON XV

RALEIGH: Early Life.—Devonshire, England, the birthplace of Drake, gave England many other famous men.

Born in
Devon-
shire

One of the best known of these is Sir Walter Raleigh, the man who first made serious attempts to plant English colonies in America.

Walter Raleigh was born amid comfortable surroundings, about 1552. His father was a well-to-do country gentleman who could afford to let



Boyhood
and educa-
tion

The Call of the Sea

Walter amuse himself with outdoor sports, when his eager mind was not getting exercise on the books he loved. Living on the coast, Raleigh early felt the call of the sea, especially as his half-brother, Sir Humphrey Gilbert, was a noted sailor. When sixteen

years old, he entered Oxford College. He was a good student, but he did not stay long in college. He left Oxford to take up the study of law in London.

Adven-
tures in
foreign
lands

It was usual in those days for young men to complete their education by seeking adventures in other lands. So it is not strange that Raleigh went to France, to join the Huguenots in their struggle against the Catholics. Later he went to Holland for the purpose of fighting with the Dutch against Spanish oppression. In 1579, he joined Sir Humphrey Gilbert on an expedition bound for the West Indies. Off the coast of France they were severely handled by the Spaniards, and they came home much less joyful than when they went away. The next year Raleigh served as captain in a war against the Irish, and was rewarded by the gift of an estate in the south of Ireland, where he spent much of his time in the company of his friend, the poet Edmund Spenser.

Raleigh in
Ireland

Raleigh's Plans for English Settlements in America. — For a restless nature such as Raleigh's, a quiet life could not last long. For years he had thought of planting English settlements in the New World to check the growth of Spanish colonial power. The chance he looked for came soon. Queen Elizabeth had granted Gilbert permission to take possession for her of an enormous tract of land in North America. Sailing with four ships, in 1583, Gilbert reached Newfoundland. He then sailed along the

Gilbert
visits
America

coast, looking for a good place to make a settlement. Two of the ships were lost and the other two turned their prows homeward. The sea was rough, and one night the lights of Gilbert's ship disappeared. The brave captain and his crew were seen no more. The queen then gave Gilbert's rights in North America to Raleigh, who set about the work of colonization in earnest.

Raleigh was high in the queen's favor at this time. If we can believe an old story, as Elizabeth was taking a walk one day, she came to a muddy spot and hesitated to cross. Instantly Raleigh threw down his gorgeous velvet cloak before her, and she went ahead dry-shod. The queen was much pleased by this gallant act, and afterward she rewarded Raleigh with many suits and with high office at court as well. Six feet tall, of fine presence, and dressed in brilliant velvets with lace frills, after the fashion of the day, Raleigh was a distinguished figure at court.

Raleigh
becomes a
courtier

Raleigh Sends out his First Expedition, 1584. — He became the queen's favorite courtier, and this kept him from going to America himself; for she, whom he sometimes called "the goddess of his life," would not permit him to leave her court. Raleigh, however, did not give up his plan of colonizing, but in May, 1584, sent out two ships for this purpose. Sailing by way of the Canary Islands and the West Indies, they reached Pamlico Sound, off

Roanoke
Island
discovered

the coast of North Carolina, in July, and discovered Roanoke Island. The friendliness of the natives, the pleasantness of the climate, and the fertility of the soil, so pleased the members of the expedition that, after a stay of two months, they returned to England with glowing accounts of the country they



Roanoke Island

had seen. Elizabeth, the Virgin Queen, was delighted to have the new land called Virginia in her honor, and made Raleigh a knight in token of her pleasure.

Raleigh's Second Expedition, 1585. — The next year, Raleigh sent out a brave sailor named Sir Richard Grenville, with another fleet of seven vessels, bearing

First
colony on
Roanoke
Island

colonists for a permanent settlement in Virginia. With them was Ralph Lane, who was to govern the colony. When the ships reached Roanoke Island, Grenville landed Lane with a hundred men and then sailed back to England. The colonists planted a little, but they did not like to work, and they went here and there exploring and looking for food and for gold, which they did not find. The Indians, whom they had treated very badly, refused to give

them food, and almost succeeded in murdering them instead.

Fortunately for the colonists, Sir Francis Drake happened to stop at Roanoke, on his way home from one of his expeditions against the Spanish West Indies. The colonists did not want to stay in Virginia any longer, so Drake allowed them to go with him. They took back to England, tobacco, potatoes, and Indian corn. Raleigh planted the potatoes on his Irish estates. The tobacco he smoked in a pipe, — a habit which fashionable society at once adopted, to the great profit of future settlers of Virginia.

Drake
takes the
colonists
home

WHAT TO KNOW

Raleigh was born in Devonshire, England, of wealthy parents. He was fond of books and of outdoor sports. He went to fight in France and in Holland.

He sailed to the West Indies. He fought against the Irish and was given an Irish estate.

Raleigh was a favorite with the queen, who would not let him leave her court.

He wanted to colonize North America.

He sent out two ships, which reached the coast of North Carolina, and discovered Roanoke Island. When they returned to England with the news, the newly discovered country was named Virginia.

Raleigh sent out an expedition for a permanent settlement in Virginia. The colonists did not like to work. They looked for food and gold in vain. They had trouble with the Indians. Drake, passing by, took them back to England. With them he took tobacco, potatoes, and Indian corn.

QUESTIONS FOR STUDY

1. In what country was Raleigh born?
2. Tell about his life as a soldier.

3. What early voyages did he make?
4. Tell the story of Raleigh's gallantry to the queen.
5. What name was given to the country which Raleigh chose for a colony, and why?
6. When and where did Raleigh send colonists for a permanent settlement?
7. How did this colony end?
8. What three things did England gain from it?

LESSON XVI

The second
colony at
Roanoke

White re-
turns for
supplies

Raleigh Forms a Company.—Raleigh now formed a company of "Associates" for the settlement of Virginia. Some of these were men with money, who were to supply the funds for a new expedition, and others were settlers for the new colony. In May, 1587, three vessels sailed for Virginia with men, women, and children, one hundred fifty in all, commanded by John White. They settled at Roanoke. Before long they were obliged to send White home for supplies. Raleigh fitted out two supply ships, which set out for Virginia. They were attacked by pirates, in the Madeira Islands, and were compelled to return to England, leaving the poor colonists without help for three years.

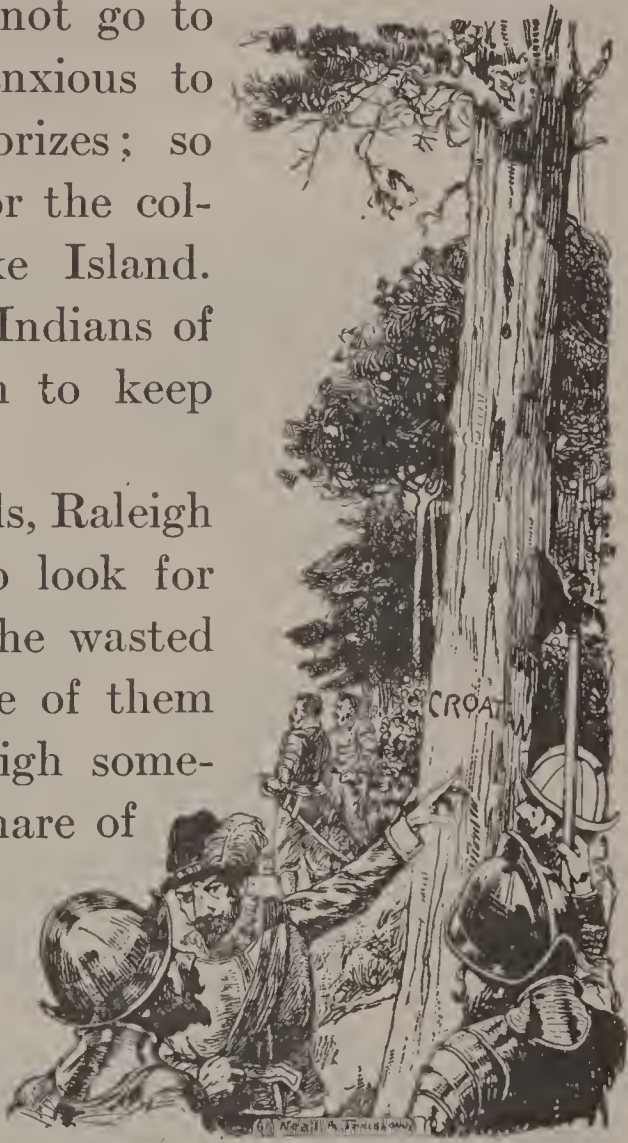
White
finds
Roanoke
deserted

When White again reached Roanoke, in 1591, he found the houses in which he had left the colonists, but they themselves had disappeared.

Before sailing away, he had made them promise that if they left Roanoke they would carve on a tree the name of the place to which they went.

White found the word CROATAN on a tree; this was the name of an Indian village at the other end of Pamlico Sound. The captain of White's ship, however, would not go to Croatan, as he was anxious to be off after Spanish prizes; so no search was made for the colonists beyond Roanoke Island. It is thought that the Indians of Croatan took them in to keep them from starving.

Five times afterwards, Raleigh sent out expeditions to look for his lost colonists, but he wasted his fortune, as no trace of them was ever found. Raleigh sometimes came in for a share of plunder from the capture of a Spanish treasure ship, which partly made up to him the loss of the million and a quarter dollars that



Raleigh tries to find his colonists

Governor White at Roanoke Island

he spent in these enterprises. In 1592, a vessel of which he was part owner captured a Spanish galleon, with a cargo worth two million dollars. About the same time he heard a Spanish story about a rich city, called El Dorado, said to be located near the Orinoco River in South America.

Raleigh's Search for El Dorado. — Raleigh could not resist the temptation to go in search of riches, and in 1595 sailed himself, with one hundred men, to look for El Dorado. Arriving at the Orinoco, he embarked his men on ten small boats, and with these started up the river. For four hundred fifty

At the
Orinoco



Raleigh Sails in Search of El Dorado

miles they rowed against the current, meeting dangers in plenty. The fierce sun beat down on them, and the heavy rains drenched them. Floating logs threatened their frail boats, and starvation stared them in the face. They found a beautiful country, with singing birds, rank tropical vegetation, and

The ex-
pedition
fails

dancing waterfalls — but no El Dorado. Sadly disappointed, they at last turned about, floated down the river, and sailed back home.

Raleigh's Later Life and Loss of Favor. — Raleigh found England excited over reports that Spain was preparing another Armada, and he at once joined expeditions against the Spaniards which brought him neither fame nor fortune. Fate was not so kind to Raleigh as she had been in earlier years; some of the queen's advisers were against him, and he had many enemies. During the reign of Queen Elizabeth, however, his influence at court continued strong. It was not until after the queen's death, in 1603, that he lost the royal favor.

Eliza-
beth's
death

The new king, James I, listened to a story that Raleigh was in a plot to put some one else on the throne. By royal command Raleigh was arrested, tried, and condemned to death. When the death warrant was given to the king, however, he would not sign it. Instead, he had Raleigh imprisoned in the Tower of London. While in prison, Raleigh busied himself in writing a "History of the World," but prison life was hard for so active a man. After thirteen years he persuaded James to set him free so that he might make one more attempt to find El Dorado.

Raleigh's
life in the
Tower

Raleigh, now sixty-five years old, was fast failing in health. Everything went wrong from the start; the only crew he could get were scoundrels. He met bad weather, and on the voyage fell ill of a fever. Arriving at the mouth of the Orinoco, he attacked a Spanish town, called St. Thomas; he

Another
search for
El Dorado

captured the town and burned it, but lost his oldest son, Walter, in the fight. Failure attended him on every hand, and he sailed back to Plymouth, a ruined man.

Raleigh's Last Hours. — Failing in an attempt to escape to France, Raleigh was taken to the Tower again, was sentenced to death on the old charge of treason, and in October, 1618, was beheaded. That Raleigh had nerves of iron is shown by his conduct on the scaffold. After making a speech, he calmly said, "I have a long journey to take and must bid this company farewell." After this, he picked up the ax, and running his finger along its edge, remarked, "This is a sharp medicine, but it is a cure for all diseases."

He dies
bravely

Raleigh's Claim to Fame. — Brave, gallant, and scholarly, Raleigh added to the literary and military glory of Elizabeth's reign, but more than this, his farseeing mind pointed out to his fellow-countrymen their opportunities in the New World. He paved the road and led the way to the successful colonization of America by the English.

WHAT TO KNOW

Raleigh formed a company of "Associates," who sent a second expedition under Governor White to settle Virginia. White went home for supplies.

After three years of absence, White again reached Roanoke Island, but he found only the settlers' houses and the word *Croatan* carved on a tree. The colonists had gone.

Raleigh sent out ships five times to look for the lost colonists, but in vain.

Raleigh heard of El Dorado, a rich city, and went to South America to look for it, but failed to find it.

After Elizabeth died, Raleigh was accused of treason. James I put him in prison and later beheaded him.

Raleigh paved the way for a successful English colony in America.

QUESTIONS FOR STUDY

1. Who were the "Associates" whom Raleigh interested in his second attempt to form a colony?
2. Who was the commander of the expedition, and when did it sail? Where did the colonists land?
3. Why did White leave the colony, and when did he return?
4. Tell the story of Croatan.
5. What efforts did Raleigh make to find the colonists?
6. What foolish voyage did Raleigh make when he was an old man?
7. What do England and America owe to Raleigh's attempts to colonize America?

LESSON XVII

HENRY HUDSON: Dutch Efforts to Find a Westward Passage. — Until the opening of the seventeenth century, England and France were the only serious rivals of Spain in America. But the Dutch were both sailors and merchants; their trade with the East Indies was large, and it is not strange that when they no longer had to fight Spain for their very lives, they joined in the

Dutch
trade with
the East
Indies



The Half Moon

attempts to find a route for their trade shorter than the routes around the Cape of Good Hope and through the Strait of Magellan.

In Holland, as well as in England, the search for a short passage to the Indies was carried on by navigators in the employ of large companies of wealthy merchants. One of the most celebrated of the men to take part in this search was the Englishman, Henry Hudson, whose principal voyages covered the short period of four years, from 1607 to 1611.

English
and Dutch
merchant
companies

Hudson's Voyages for England. — His first famous voyage was for the English Muscovy Company. One of his ancestors, also named Henry Hudson, had helped Sebastian Cabot to form the company more than half a century before. For years its seamen had looked in vain for a short passage to the Indies, but the company did not lose hope because of its early failures. On a bright day in May, 1607, on the *Hopewell*, a little ship belonging to the company, Henry Hudson, with a crew of eleven men, set sail from England toward the frozen north. Hoping to reach the Indies by a northwest passage, he sailed along the coast of Greenland and Spitzbergen, but wind, fog, and ice made his brave efforts dangerous and fruitless. Once, indeed, his ship was almost crushed by the ice of the Arctic Sea. After a search lasting nearly three months, Hudson turned homeward with the disappointing knowledge that an extreme northwest passage to the Indies

Search for
a northwest
passage

was impossible because of the ice. The only good news he had for the Muscovy Company was that the bleak shore of Spitzbergen had an abundance of seals and whales, which would make "this land profitable to those that will venture it."



Hudson in Arctic Waters

But, although no northwest passage had been found, the next year the Muscovy Company sent Hudson out again to look for a northeast passage to China and the Indies around the north of Europe. His second voyage was as unsuccessful as the first. He did not find the passage, and as the Arctic winter was approaching, he turned homeward, disappointed again, with nothing more pleasant to report than

Search for
a northeast
passage

the large numbers of wild fowl, foxes, deer, and walrus that he had seen in the lands of the far north. He reported also having seen a mermaid, half woman and half fish, one of those strange creatures that live in fairy tales. What he really had seen was probably a seal, but we can forgive him the mistake, as the people of that time did not know so much about the earth's animals as we do.

Hudson had not found a passage to the Indies, but he had won fame as a brave and skillful sailor and explorer. The Muscovy Company had spent much money on his voyages and had received little in return, so they would not send him out again, and he was compelled to look elsewhere for work. He would no doubt have been glad to sail again under the English flag, but no one in England desired his services.

Hudson and the Dutch East India Company. — In 1608, the Dutch East India Company invited Hudson to come to Holland, for the purpose of talking over an expedition at their expense. Seeing an opportunity to go again upon the search that he could not believe hopeless, Hudson went to Amsterdam, where he met the great Dutch "Lords of Trade." They listened attentively to his arguments, and the greater number believed him when he said that there was an open polar sea north of Europe through which he could find a passage to the Indies. The Dutch merchants wanted more

Hudson
plans
another
search

time in which to think over the matter. They agreed to pay the expenses of Hudson's visit to Holland, and promised to send him on the proposed voyage in 1610, if they decided that his scheme was a good one.

Hudson's
bargain
with the
Dutch

While he was waiting for their decision, his fame reached the court of Henry IV of France, who, though friendly to the Dutch, now saw a chance to form a French East India Company to be their rivals in trade. Somehow the Dutch merchants heard of the French king's interest in Hudson, and, not to be outdone, immediately made a contract with the navigator to sail "by the north around the north side of Nova Zembla," in search of a north-east passage to the Indies. For this he was to receive about three hundred dollars, and if he lost his life his widow was to get eighty dollars more.

WHAT TO KNOW

Dutch merchants had a large and rich trade with the East Indies. They wanted to find a shorter route for this trade than either that around Africa or that around South America.

Wealthy merchants in England and Holland formed companies who sent out men to look for a short passage to the East.

The English Muscovy Company sent Hudson out in 1607. He reached Greenland, but found only seals, whales, and fish. He learned also that ice made a northwest passage to India impossible, and returned to England. He tried to find a northeast passage around Europe, but failed again because of the ice.

Hudson gained so much fame that the Dutch East India Company employed him to look for a northeast passage to the Indies for them.

QUESTIONS FOR STUDY

1. What was the object of Henry Hudson's voyages?
2. Where did he go on his first two voyages for England?
3. What was the result of these voyages?
4. Who next sent him on a voyage, and when?
5. What did they send him to find?

LESSON XVIII

Hudson's Famous Voyage of 1609. — Hudson was provided with a small ship of sixty tons, such as we should consider safe enough for sailing on a sound or bay, but much too small for the ocean. In this ship, called the *Half-Moon*, manned by a mixed crew of English and Dutch sailors, Hudson and his son, John, sailed from Amsterdam, in April, 1609. Heading northward, he rounded the North Cape when one month out, and steered for Nova Zembla. His old enemies, fog, ice, and storm, now beset his little vessel, with the result that after two weeks in the Arctic sea his crew broke out in open mutiny, refusing to go any farther.

Hudson
sails
northeast

Hudson, therefore, turned about, and, acting against his instructions, made for the coast of North America. He could not bring himself to face the disgrace of going back to Amsterdam and admitting defeat, without even reaching the coast of Nova Zembla.

Sails for
North
America

In July, 1609, he reached the coast of Newfoundland, where he saw French fishermen taking the cod-fish for which those waters are famous. He gave

Reaches
New-
foundland

his own crew opportunity for a day's fishing, and they hauled in "one hundred eighteen great coddles."

On the
coast of
Maine

Sailing southwest, he reached a harbor on the coast of Maine. Here he was visited by friendly Indians, who brought fine furs, for which Hudson traded articles of dress. The ship had lost her foremast in a storm, and a new one was cut from the dense forest that everywhere covered the country.

At Chesapeake Bay

Soon the Half-Moon was under way again, and the voyage continued southward to Chesapeake Bay. Perhaps Hudson had thought of visiting his friend Captain John Smith in Virginia, but if so, he changed his mind. He turned northward, visited Delaware Bay, and finally reached the waters outside of New York Bay early in September.

Enters
New York
Bay

There is a story that Hudson's first landing was made at Coney Island, after which he sailed through the Narrows and came to anchor in New York Bay. He found the place "a very good land to fall in with and a pleasant land to see." The Indians, some dressed in furs and others in feather mantles, came to see the white men, bringing corn, dried grapes, and tobacco. They seemed friendly, but the crew of the Half-Moon did not trust them. Their distrust seemed justified, when a small boat with five of Hudson's crew was attacked and one of the sailors was killed, but it is said that the Indians who did this belonged to another tribe. Hudson also landed on Manhattan Island and attended a council of

chiefs, who received him with great ceremony. He gained their friendship by presents of beads, axes, and hoes, together with some stockings, — which the red men used for tobacco pouches.

Hudson Sails up the Hudson River. — Returning to the Half-Moon, for eleven days Hudson sailed up the river that now bears his name. Everywhere the scene filled him with wonder and admiration. Besides the beautiful bay and river, he saw the high wooded river bank covered with miles of forest, in which grew more than a dozen different kinds of trees. Some of these were oaks whose trunks were without knots for sixty feet from the ground. From the branches hung vines with clusters of grapes; on the steep hillsides grew berry bushes of many kinds, and trees loaded with ripening fruits or nuts. Hudson saw that even if he had failed to find a passage to the Indies, he had found a country whose discovery must bring him immortal fame.

Beauty
of the
country

The Indians along the river were friendly, and traded with the crew of the Half-Moon, giving valuable furs for beads, knives, and hatchets. At one place the master of the Half-Moon was invited to visit the wigwam of an old Indian chief. Hudson went ashore, and was surprised at the amount of food the old chief had in his oak-bark house — “great quantities of maize, or Indian corn, and beans,” and near the house lay “enough to load three ships, besides what was growing in the fields.”

Trade with
the In-
dians

Hudson at
an Indian
feast

The chief served Hudson with food in red wooden bowls. He sent men out to shoot game, and killed a fat dog with which to feast his guest. Hudson, however, returned to his ship after a short visit, much to the disappointment of the Indians, who,



Hudson Landing from the Half-Moon

supposing that he departed through fear of their arrows, broke them up and threw them into the fire.

Robert Juet, second mate of the Half-Moon, writing about this part of the voyage, uses the word “river” so often that we know Hudson was not deceived by the thought that he had discovered the passage to the Pacific Ocean for which he was looking. However, he determined to make sure, and

sailed up the river till he reached the present site of Albany, where he learned that the water beyond was too shallow for navigation. Here he traded with the Indian chiefs for four days, after which, turning his ship about, he began his homeward voyage.

Sails as far
as the site
of Albany

The Homeward Voyage. — On the fourth of October, Hudson sailed out of New York Bay, and, a month later, entered the port of Dartmouth, England. From there, both Hudson and his men wrote to the Dutch East India Company at Amsterdam, asking that they be sent out the next year to look again for a northwest passage. The Company ordered Hudson to come to Holland, but the English government refused to permit this, and insisted that he sail under the English flag.

Returns to
England

Hudson's Last Voyage. — In 1610, a number of wealthy Englishmen fitted out a ship, called the *Discoverer*, and sent Hudson as its commander on his last search for the passage to the Indies. For some reason his crew was very poorly selected, several of its members being men of bad character, over whom Hudson had little control. He went first to Iceland, then to Greenland, then to Labrador; from here, he sailed through floating ice into the great bay since called Hudson Bay.

Discovers
Hudson
Bay

The ship's company suffered terribly from cold and hunger. One of them died, and most of the others fell sick. Mutineers among his crew blamed Hudson for their sufferings, accused him of harsh

His death and unfair treatment, and finally, seizing him with eight companions, put them into a small boat and cast them adrift to perish. The rest of the crew then

set sail for England, but only a few of them reached home, as the ringleaders were killed in a fight with savages before the vessel left Hudson Bay.

Hudson had followed the search for the short route to the Indies till death ended his labors. His fame, however, will last as long as the noble river, which he was the first to explore and describe, flows to the sea. By his voyage of 1609, the Dutch obtained a claim to



Results of
his work

New Netherland

all the land from the Connecticut River southwest to the Delaware; which they called New Netherland. Here they established trading posts and colonies.

WHAT TO KNOW

Hudson left Holland in 1609 on the Half-Moon. He sailed north-east, but fog, ice, and storm made him turn back. He then sailed west to North America and reached Newfoundland.

He sailed south to Chesapeake Bay, then turned northward and entered New York Bay. He landed on Manhattan Island.

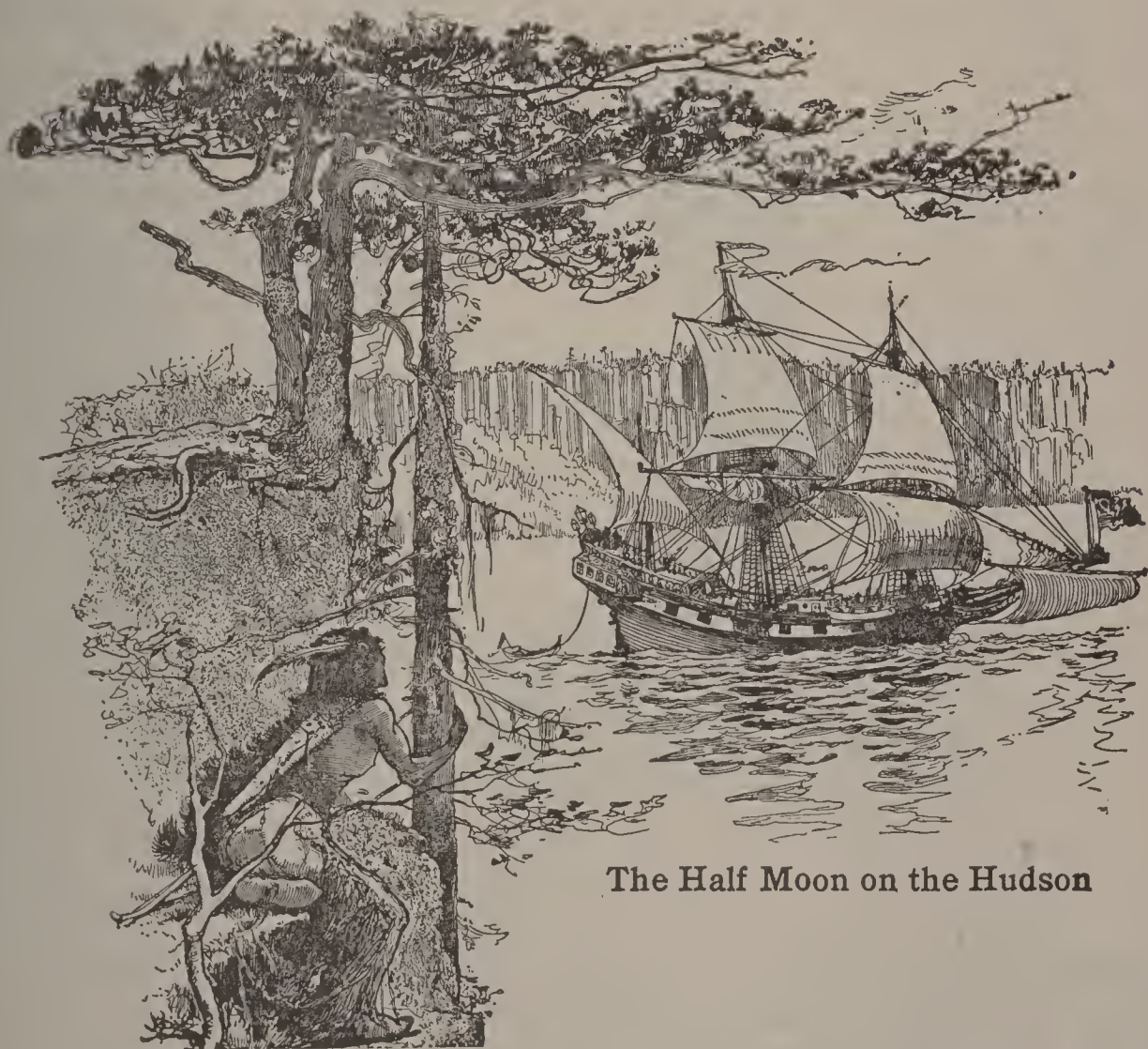
He left Manhattan and sailed up the Hudson River to where Albany now is. He traded with the Indians, sailed down the river, and returned to England. He sent an account of his voyage to the Dutch company which had sent him out.

In 1610, some Englishmen sent Hudson to find the Indies. He sailed to Iceland, Greenland, Labrador, and Hudson Bay, named after him. Here he was cast adrift to die.

The Dutch claimed a share of North America because of his voyage in 1609.

QUESTIONS FOR STUDY

1. When did Hudson sail for the Dutch? In what ship?
2. How far did Hudson sail up the river that bears his name?
3. Give a short story of the country which he saw.
4. How was he received by the Indians along the river?
5. What did the Dutch gain from Hudson's voyage of 1609?
6. Where did Hudson go in 1610?



The Half Moon on the Hudson

CHAPTER III

THE FRENCH EXPLORERS

LESSON XIX

CARTIER : The Early French Voyages to America.

— French fishermen were the first of their nation to

take advantage of the discovery of America. They fished for cod on the Newfoundland coast as early as the year 1500, but did not try to plant colonies. Francis I, king of France, like the other kings of western Europe, believed there was a short western route to China, and sent out a sea rover named Verrazano, in



Statue of Verrazano, New York

Verrazano 1524, to look for it. Verrazano saw the coasts of seeks a westward route Virginia, Delaware, and New Jersey, and even entered New York Bay. He did not find a passage

to China, and his explorations were not followed up by the founding of colonies.

Francis waited ten years and then picked out another sailor of fortune, named Jacques Cartier, to seek a passage to China, and to take possession for France of any new lands he might discover. Cartier was a native of the little town of St. Malo, in the French province of Brittany, and was now forty years of age. He gathered together a crew of sixty-one men, and one day in April, 1534, sailed out of St. Malo with two ships, bound for the waters beyond Newfoundland.

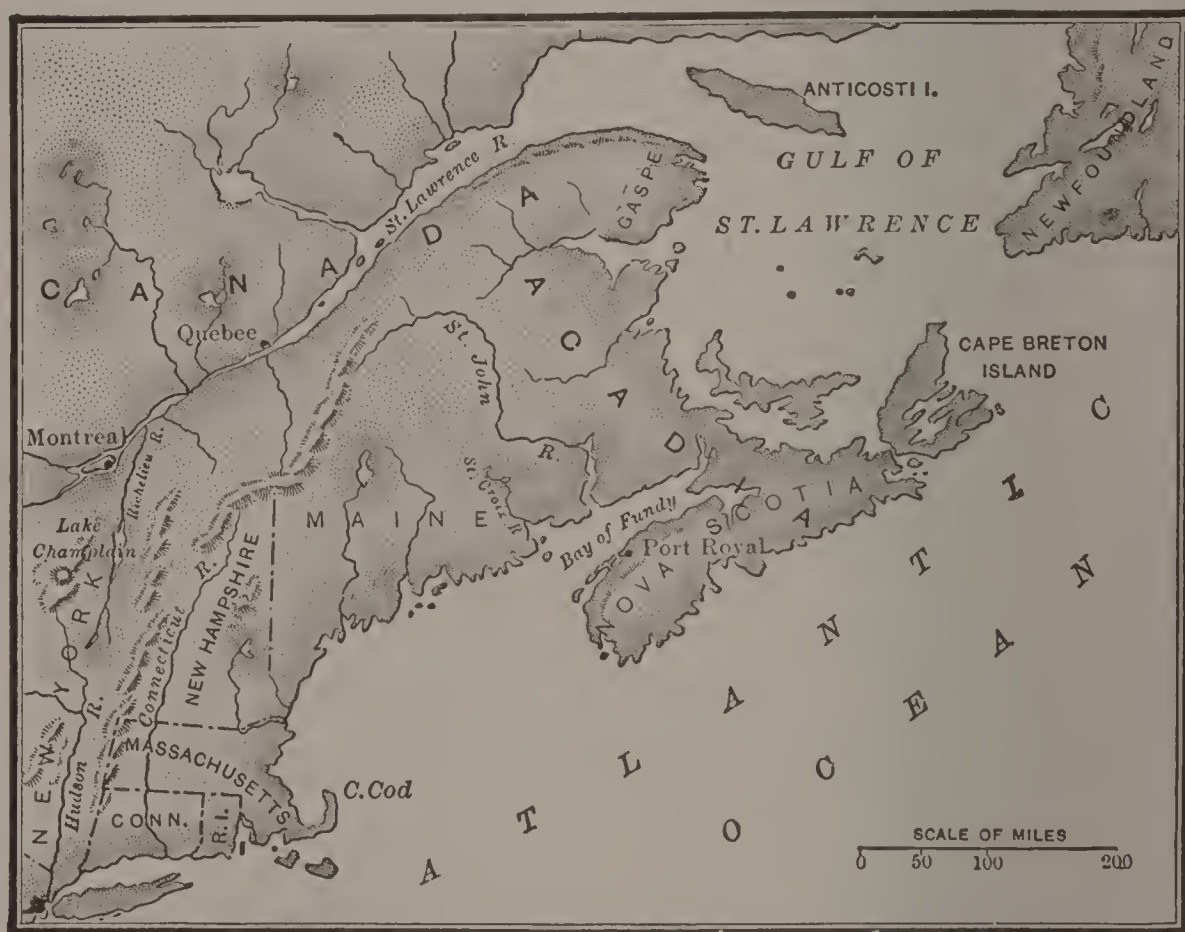
Cartier's First Voyage. — When he arrived there, he sailed along the shores of the Gulf of St. Lawrence for two months, and then landed at the mouth of the St. Lawrence River, which he believed might be the entrance to the western passage. Here he set up a cross and claimed the country for the king of France. He also captured two Indians, whom he took back home with him. Although Cartier had failed to discover a passage to the Indies, he had discovered the St. Lawrence River and given France a claim to the region he had explored. Later, he made a good map of the country he had visited.

Discovery
of the St.
Lawrence,
1534

Second Voyage to Canada. — In September, 1534, Cartier returned to St. Malo, and in two months had a new commission from the king to sail for Canada. In May, 1535, he sailed out of the same harbor with three ships, and one hundred ten men, many of

them released prisoners from French prisons. On the way a storm scattered the ships, but they met again in the strait between Labrador and Newfoundland. Passing into the gulf beyond, Cartier entered a bay which he called the Bay of St. Lawrence, a

The "Bay
of St.
Lawrence"



Canada and Acadia

name that has since spread to the entire gulf and the river that flows into it.

On entering the mouth of the mighty St. Lawrence River, Cartier thought he had found the northwest passage to the Pacific Ocean, but he soon learned his mistake. He was greatly disappointed, but went

Explores
the St.
Lawrence
River

on up the river to the present site of Quebec. It was then September, and Cartier found a place on the river bank where he could spend the winter. Near by was the Indian village of Stadacona, whose chief bade the Frenchmen welcome.

Cartier came very near having trouble with the Indians, who tried to keep him from going farther up the river, as they did not want other Indians to get the French fur trade. He would not be persuaded, however, and went on up the river with fifty men in three boats. Early in October he

Cartier
and the
Indians



The Indians Welcome Cartier

reached a large Indian village. Here the people came down to the shore, and showed great joy at seeing the white men.

The Indians thought that their French visitors had the power of gods, and brought out their sick for them to touch and heal. Cartier held a religious service, which the wondering Indians thought was magic. Then to their great delight he gave them hatchets and knives, while his men made the air ring with the sound of trumpets.

Cartier
names
Mount
Royal
(Montreal)

Cartier saw a high hill near by, and had his Indian friends lead him to the top. Looking up and down the St. Lawrence from this height, he saw a wonderful view of mountain, wood, and stream. The sight so delighted him that he named the hill Mount Royal (in French, Mont Real), and to this day the city lying at its foot bears the name Montreal.

A terrible
winter
(1635-36)

Cartier, remembering that he must prepare for the coming winter, took to his boats again, floated down the river, and a week later arrived at his camp. The winter that followed was terribly cold, and a disease, which began among the Indians, spread to the French fort. Twenty-five of Cartier's men died, and they might all have died had not the Indians given them a medicine made from the bark of the white pine.

The land
claimed for
France

Early in May, they set up a cross and put upon it the name of the French king, to show that the land was his. Cartier gave one of his ships to a near-by tribe, who had been friendly and who wanted it for the nails in the hull. Several days later, with the other two ships, he slowly floated down the

St. Lawrence. The Indians followed in canoes; for Cartier had taken their chief. But when the French threw hatchets into the canoes in return for wampum and furs, the Indians went back to shore.

Early in July Cartier sailed into St. Malo, and soon received orders from the king to write an account of his explorations. He told about the fine furs to be obtained in Canada, but as for the gold, silver, or copper mines which the French king expected to hear about, Cartier had nothing to say, and only one copper knife to show. This had been given to him by an Indian who could not tell exactly where the copper came from.

Cartier
returns to
France

Though Cartier's report was disappointing, the French king made up his mind to fasten his claim on Canada by appointing a governor for it and sending him to found a colony there. A nobleman, named Roberval, was chosen to be governor. This was in January, 1540, but Roberval was not ready to sail even by October, so the king appointed Cartier commander of a fleet that was to go at once, without waiting for the governor.

Roberval
made
governor of
Canada

Cartier's Third Voyage to Canada. — Cartier prepared five ships, and leaving two behind for Roberval, he sailed for the St. Lawrence with the other three late in May, 1541. In August, he reached his old camp at the Indian village of Stadacona. After another visit to Mount Royal, he hurried back to his camp and spent the winter there.

In the spring of 1542, he sailed for home, taking with him some little stones, which his men thought were diamonds, and also tiny pieces of metal, which they mistook for gold.

A Fourth Voyage. — On the way home, south of Newfoundland, Cartier met Roberval, who had just come from France. The next morning Cartier with his fleet continued the voyage homeward. Once again the French king sent Cartier to Canada, this time to rescue Roberval and bring him home. Before this voyage, Cartier had received from the king a castle and lands near his native town of St. Malo, and here he spent his remaining days in quiet. He died in 1557.

Cartier's death

What he did for France and America

Cartier did not find wealth for his country, nor did he discover the long-looked-for northwest passage to the Indies, but for more than two hundred years the French claimed Canada, chiefly because of his voyages and explorations. America remembers him as the first European to explore the St. Lawrence Gulf and River, which, with the noble city of Montreal, received from him their names.

WHAT TO KNOW

France sent out Verrazano in 1524 to find a short westward route to China. He explored the coast of North America from Virginia to New York Bay, but failed to find the passage.

Ten years later, in 1534, France sent out Jacques Cartier to seek the passage. He reached the mouth of the St. Lawrence River, and claimed the country for France.

On his second voyage, in 1535, he named the Bay of St. Lawrence and sailed up the St. Lawrence River to where Quebec now is. He visited another village, and climbed a hill which he named Mount Royal. He claimed the land for France.

Cartier made two other voyages and revisited the places he had explored. He did not find riches or the northwest passage to China.

Cartier was the discoverer of the Gulf and River St. Lawrence. France claimed Canada because of his voyages.

QUESTIONS FOR STUDY

1. What explorations did Verrazano make? When?
2. Why did the king of France send out Jacques Cartier?
3. When did Cartier make his first voyage? What land did he claim for France?
4. When did Cartier sail on his second voyage?
5. What waters did Cartier name? What city did he name?
6. What did France gain from Cartier's exploration?

LESSON XX

CHAMPLAIN: Early Life. — In 1567, at the little coast town of Brouage, France, was born Samuel de Champlain. It was a time of great events in many countries of Europe. Elizabeth was on the throne of England, and Philip II was king of Spain. France itself was torn with religious quarrels. When Champlain was three years old, the town of Brouage became a center of war, and for nineteen years was captured and recaptured again and again. For this reason Champlain grew up with a good training as a soldier. This, however, was not the life he liked best. His father was a captain in the navy, and his uncle was a famous pilot;

Chooses
a sailor's
life

it was, therefore, the life of the sea, most of all, that Champlain wanted to follow. He thought it was the most honorable life, because it was "so full of danger and wrecks." While still a boy he became a good sailor, and when about eighteen years old, made a long journey in a small sailboat.

In 1598, Champlain sailed with his uncle to Cadiz in Spain, where he received command of a ship bound for the West Indies. The vessel was one of a Spanish fleet that touched at Hispaniola and stopped at Vera Cruz in Mexico. Champlain visited the city of Mexico, and on his way took notes of all the new animals and plants he saw. He

Visits
Mexico



Statue of Champlain, Quebec

saw how cruelly the Spaniards treated the Indians, and came to believe that if the French were to have successful colonies in America, they must treat the Indians much more justly.

From Mexico, Champlain sailed to Panama. Here he saw the great need of a canal across the

Isthmus, connecting the Atlantic and Pacific oceans. Soon after this he steered his vessel for Spain, and after a short stay in that country returned to France. He reached home in the early part of 1602, and at once wrote a report of his travels for the French king.

Returns to
France

The First Voyage to Canada. — Champlain had begun already to dream of serving his country by planting colonies in America, when he received an offer to sail with some colonists for New France, as Canada was then called. He and a man named Pontgravé were to go in advance of the others and choose a site for the colony. So they sailed from France, and one day in May, 1603, anchored in the St. Lawrence River.

First
voyage

The next day, he and Pontgravé attended a council of Indians, at which, with speeches, feasting, and dancing, the French and Indians became fast friends. Then, in small boats, Champlain and his men sailed up the St. Lawrence as far as Mount Royal, but no trace could be found of the town that Cartier had visited there. Champlain had no more time to explore, so he returned to his ship and sailed back to France.

Sails up
the St.
Lawrence

Champlain, while on the St. Lawrence, had heard from the Indians of a great northern sea (Hudson Bay). He had heard also about a large lake south of Canada, about another lake connected with this, and a river farther south down which a boat could

What he
learned
from the
Indians

sail, even to Florida. These bodies of water he resolved to explore later.

A voyage
to Nova
Scotia

Champlain in Acadia.—In 1604, with a number of men to form a colony, Champlain again visited America. This time the voyagers sailed along the coast of Nova Scotia, and into the Bay of Fundy, where they made a landing at a place called Port Royal. Then they sailed along the coast till they reached the St. Croix River, at what is now the eastern boundary of Maine. Here, on a small island, they made a settlement, with houses, gardens, and a palisade, or row of posts, around it for protection.

Half the
colonists
die

Sickness broke out, taking off thirty-five of the seventy-nine colonists. All the food froze, so that even cider was given out in the form of ice. Finally, a ship arrived from France with supplies. Some of the colonists sailed along the coast of Maine and Massachusetts, as far south as Cape Cod. Returning to their little settlement, the colonists packed all their possessions aboard another ship that had just come from France, and sailed to Port Royal.

Settle-
ment at
Port Royal

Here they made a camp where they could spend a second winter. Champlain now hoped to be able to make an expedition along the coast to Florida. The winter again brought death, this time to twelve of the little band. In the following summer all those who were left, except two, set sail for home, but their vessel was almost wrecked. It returned

to Port Royal, however, to meet another supply ship from France, bringing new colonists. With several men Champlain then set out on another voyage down the coast, expecting to reach Florida, but because of contrary winds he failed again.

On the return of this expedition to Port Royal, Champlain planned to keep things jolly at the settlement. It was agreed that every one of the fifteen men of the party should take his turn at providing food and entertainment for the rest. Two days before the arrival of his turn, each man was required to hunt and fish in preparation for the three meals of his day. Supper was the great feast. When everything was ready in the kitchen, the feasters got in line behind the host of the day. He led the way with a napkin on his shoulder, while the rest followed, each carrying his dish. When they had finished eating, the fun began. Frenchmen and Indians sang and told stories, and one of the settlers, who was a poet, delighted the company with his poems.

Life at
Port Royal

WHAT TO KNOW

Champlain grew up amidst war, and was first a soldier, but he loved the sea best and became a sailor.

On a voyage lasting more than three years, he stopped at Mexico and at Panama, and returned to Spain and France in 1602.

In 1603, he set sail with colonists for New France, as Canada was called. He wanted to plant a colony there. He made friends with the Indians. He sailed up the St. Lawrence and visited Mount Royal. He returned to France the same year.

In 1604, he sailed to America with colonists, and landed at Nova Scotia. They settled at Port Royal. Many colonists died of sickness and extreme cold.

QUESTIONS FOR STUDY

1. When and where was Champlain born?
2. To what places did his first voyage lead him?
3. When did he make his first voyage to Canada? Why did he make it? What places did he hear about?
4. To what part of Canada did he sail in 1604? What colony did he help to found there?
5. What exploring trips did Champlain make? Why did he not reach Florida?
6. How did Champlain provide food and entertainment for the settlers at Port Royal?

LESSON XXI

Port Royal
given up

Champlain in Canada. — After a time the Port Royal colonists heard that the men at home who had paid the expenses of the settlement, were not in favor with the king. So the colony was deserted, and Champlain and his companions returned to France in September, 1607. Champlain's account of this colony, and his maps, led a nobleman named De Monts to send him out again. Setting out early in April, 1608, he sailed up the St. Lawrence, and in July began the building of the future city of Quebec. Winter, Champlain's old enemy, again attacked him, so that but eight men of the twenty-eight he had brought remained alive in the spring, when more men came from France.

Quebec
founded

Champlain, impatient to explore, took twelve

men and started out in July, 1609, with a war party of Algonquin Indians in canoes. Their purpose was to attack their enemies, the Iroquois. They



Traveling with the Indians

traveled southward toward the lake now called Champlain, which they reached early in August. Ten of the white men had been compelled to turn

Lake
Champlain
discovered

this, Champlain nailed a sign with rules for the government of the town.

Cham-
plain's
dream of a
New
France

All his life long Champlain tried to persuade French merchants and the French government to send colonists to Canada, to send soldiers to subdue the Iroquois, and to build up a glorious new France in America. But the merchants and the government failed to follow his advice, for they could see but little gain in return for the money they must spend. Champlain, after all his labors, could show, besides Quebec, only a few small settlements. His dream of a great New France had not come true. He had explored as far westward as Lake Huron, but the Indians had told him of other fresh water seas still farther west, which might lead to the Pacific Ocean.

The
"Father
of Canada"

Champlain died on Christmas day, 1635, in his sixty-eighth year. His tireless explorations, his books, and the settlements he made in the country, have earned for him the proud title of the "Father of Canada."

WHAT TO KNOW

Port Royal had to be given up for lack of money to support it.

In 1608, Champlain was sent out again, this time by a rich nobleman, and founded Quebec.

In 1609, on an exploring trip with a war party of Algonquin Indians he sailed down Lake Champlain, which was named in honor of him. They had a battle with the Iroquois, whom they defeated. Ever after the Iroquois were the enemies of the French.

From 1610 to 1629, Champlain made many voyages to Canada.

In 1629, Quebec was captured by the English and held for three years, when the French got it back. Champlain rebuilt the city. He explored the country and made maps of it. He wrote books about Canada. He has been called the "Father of Canada."

QUESTIONS FOR STUDY

1. What city of Canada did Champlain found in 1608?
2. What did Champlain discover in the summer of 1609?
3. Why was it a mistake for Champlain to fight the Iroquois?
4. How long did the English hold Quebec?
5. What did Champlain want France to do in America?
6. Why is he called the "Father of Canada"?

LESSON XXII

Review the English and French explorers.

Using the summaries and questions after the lessons from XII to XXI, give attention to the important facts only.

GENERAL QUESTIONS

1. Name three English explorers. Three French.
2. Which one first gave England a claim to North America?
3. Why could both England and Holland lay claim to lands explored by Henry Hudson in his voyage of 1609?

LESSON XXIII

This lesson should be a general review of all the explorers previously studied.

SUGGESTION

The review may here be made interesting by the use of pictures and maps. Pupils may be called upon to give descriptions of men or the events suggested by the illustrations. The use of the stereoscope is recommended.

back, so the explorer now had with him, besides the Indians, only two Frenchmen.

Champlain and the Iroquois paddling down the west side of the lake, they met one night a party of Iroquois. All night the Indians on both sides sang and danced, and in the morning advanced to battle. Champlain was at first behind the Algonquins, but as the Iroquois came up, he moved into the front ranks. The Iroquois drew their bows, but Champlain lifted his gun and fired. Two Iroquois warriors dropped dead. Then one of the other Frenchmen fired, and the Iroquois, overcome with surprise and terror, turned and fled. It was the first time they had seen white men and the first time they had heard the sound of firearms. Their comrades had seemed to drop dead by magic. Champlain had won the day for the Algonquins, but had made everlasting enemies of the Iroquois. Later, when these Indians joined the English in war against the French in America, the French had great reason to be sorry that they had made enemies of the Iroquois.

He returns to France Champlain returned to Quebec with the victorious Algonquins. He set out for home in September, 1609, and about a month later reached France. He then made a report to the French king, giving him at the same time an Indian belt of porcupine skin, two little red birds, and the head of a large fish caught in Lake Champlain.

In 1610, he went again to Canada, and took part

in another battle with the Iroquois. He visited Canada a number of times more during his life. Once, in 1613, he tried without success to reach Hudson Bay by traveling north from Quebec. At another time he took a number of priests to Canada

Other
voyages to
Canada



Fort at Quebec

to teach the Christian religion to the Indians. In 1629, while Champlain was at Quebec, the place was captured by a small English fleet, and it was held by the English for three years. Champlain himself was taken to London a prisoner, but later was set free. The English let the town of Quebec go to ruin, but when it fell into French hands again, Champlain was sent to Canada to rebuild it. He laid out a market place and restored the houses and the fort. A church was still standing, and on a post in front of

CHAPTER IV

THE BEGINNINGS OF COLONIZATION

LESSON XXIV

VIRGINIA — Why Spain did not Control All North America. — We have seen that in the early

part of the sixteenth century, Balboa, Cortes, and others firmly established the power of Spain in the New World. If Spain had been able to uphold her power in Europe and also on the sea, the settlement of the whole North American continent would probably have been controlled by her; but the defeats which she suffered at the hands of the English and the Dutch changed matters.



Virginia (boundaries of 1609 to 1624)

Drake, Hawkins, and others on the sea, and sturdy Dutch soldiers on land, greatly weakened the Spanish power, so that by the close of the sixteenth century, England and Holland and France were able to explore and to colonize North America without fear of Spain.

English
and Dutch
break
Spanish
power

Englishmen again Plan Settlements. — James I came to the English throne in 1603. Englishmen no longer dreaded a Spanish invasion of their country. Their fear had disappeared with the defeat of the great Armada. Their thoughts were turned again to the search for a northwest passage to the Indies, and to the settlement of America, where they still believed gold could be found if they would but seek it.

English
hopes

Planting a Successful Colony. — Sir Walter Raleigh's attempts to plant settlements on the Virginia coast had failed. So the sixteenth century closed without an English colony in America. There were four things to be done by men who would settle in the New World, which the English had not learned up to this time: one was to pick out a good harbor; the second was to till the soil and plant it with good vegetables so they need not depend on England for food; the third was to build suitable houses on dry ground where they could sink wells for pure drinking water; the fourth was to deal wisely with the Indians and be ready for them in case they made attacks on the colony.

Four
things
needed
for success

Why
Raleigh's
colonies
failed

The first of Raleigh's expeditions did nothing but explore. The second did not plant the soil, and treated the Indians badly. Englishmen had found the way to the New World, but that was all. The men who came had no experience as farmers, and without this experience they were useless as colonists. Then, too, they did not come in the right spirit—the spirit that would make them stay in spite of danger and hardship. Early explorers and colonists came to America for only two purposes—to find gold and to find a passage through the continent to the Pacific. But there is no such passage, and there was no gold where they settled.

The time came when Englishmen needed to look outside their own country for work and wealth. English merchants who had made fortunes by profitable trade with other countries, during the long, peaceful reign of Elizabeth, saw no better way to invest their money than in colonizing America; for if Spain had found wealth in her colonies in the New World, why should not England find riches in the same way?

The Lon-
don Com-
pany

Accordingly, in 1606, a company of London merchants received from James a charter, giving them permission to make a settlement in South Virginia, the name given to a part of our coast south of the Potomac River. This company, called the London Company, fitted out three ships, bearing one hundred five men for the colony. In December, 1606,

the vessels left London, bound for America. The voyage was long, for the vessels took a very round-about route. In March, 1607, they touched the Canary Islands, and in April, stopped in the West Indies. At last, on May 6, they passed into Chesapeake Bay, entered a river, which they named the James, and, following its course for fifty miles, landed on a low neck of land. After cutting down some trees, they built a fort and called the settlement Jamestown, in honor of their king.

James-
town
settled

John Smith. — The colonists, cramped in their little ships, often quarreled on their way across the ocean. One of them, Captain John Smith, was put in irons on a charge of mutiny and kept a prisoner till after the ships had reached Virginia. But though Captain Smith had such an unpleasant introduction to our shores, he came to be the most important man in the colony during its early years, more than once saving it from being wiped out by starvation and Indian massacre.



John Smith

Smith, who was born in England in 1579, was a

His birth
and boy-
hood

farmer's son. His father and mother both died while he was a schoolboy, and he then made up his mind to run away to be a sailor. He got a little money by selling his satchel and books, but his guardians spoiled his plans by sending him to work for a merchant, who made him a bookkeeper.

His early
travels

Smith, now fifteen years old, hated that kind of life, so he took service with a young nobleman going to France. In a short time he was obliged to return home, but soon set out for France again. He now took up the life of a soldier, and, going to Holland, spent three years in the Dutch army. After that, he traveled to Scotland and then home again to his native town of Willoughby, England.

Voyage to
Italy

Starting out once more to look for adventure, Smith went to France, where some thieves disguised as gentlemen stole his whole outfit. Later, as he was traveling through a forest on foot, he almost died of hunger and cold. Finally, he reached the city of Marseilles and took ship for Italy. On the voyage a storm arose, and the frightened passengers, believing that the strange Englishman brought them bad luck, threw him into the sea. He managed to swim to an island, on which he found only cows and goats. Soon he was rescued by a French pirate. So many misfortunes might well have discouraged the young man, — he was only twenty now, — but better luck was in store for him. The pirate ship that he was on captured a rich prize and after

giving Smith his share of the spoils, the captain set him down on the shore of Italy.

With the prize money in his pocket Smith enjoyed himself, traveling through a number of Italian cities, till he came to Rome. From there he set out for Austria, where he joined the Emperor's army, which was now hard pressed by the Turks. At last Smith was happy, for now he was to have fighting in plenty. The Turks were besieging a large town, and Smith joined the force that went to relieve it. While in the Dutch army he had learned to make signals by means of burning torches, and this knowledge he now used in sending messages to the besieged city, to such good advantage that the Turks were badly defeated. At the siege of another town, he invented bombs, which were thrown among the Turks, causing their defeat with great slaughter.

Fighting
the Turks

At last, however, the army he was with was badly beaten. The Turks made Smith a prisoner and sold him as a slave. At length he escaped to Russia and returned to England, where for two years he led a quiet life. It was at this time that the London Company was preparing to send out colonists to Virginia. Smith, as we have seen, joined the little company, and sailed for America, where new adventures were in store for him.

Slavery

Returns to
England

WHAT TO KNOW

England, on the sea, and Holland, on land, weakened the power of Spain, then the strongest nation in Europe.

Spain had found wealth in her colonies, and Englishmen thought they could find it in the same way.

The sixteenth century closed without an English settlement in America.

In 1606 the London Company fitted out three ships with one hundred five men, to plant a colony in Virginia. They landed and started a settlement which they called Jamestown. Among them was Captain John Smith, who was to become the most important man in the colony.

Smith was born in England in 1579. He lost his parents when a boy. When fifteen, he began a roving life. He went to France, and afterward was a soldier in the Dutch army for three years. He went to Scotland and then home to England. Later he sailed to France and Italy. He then went to Austria and fought against the Turks. After more travel and many experiences, he reached Africa, sailed to England, and joined the colonists bound for Virginia.

QUESTIONS FOR STUDY

1. Why did not Spain control the colonization of all North America?
2. Why were Englishmen interested in America?
3. When did the London Company send out colonists? What colony did they found?
4. Who was to become the most important man in the colony?
5. Name some of the countries Smith visited in early life.
6. Where did he get his military training?
7. How did he get back to England? Where did he go after he reached England?

LESSON XXV

Captain Smith's Life at Jamestown. — When the colonists reached Virginia, and opened their sealed orders, they found that they were to be governed by a council of which Smith was a member. But although he was no longer held a prisoner, he was not allowed to take his place in the council. As

Not
allowed in
the council



Jamestown Settlers at Work

Explora-
tions

soon as the colonists had settled down to their new life at Jamestown, Smith, with a group of companions, went on exploring trips up the James and other near-by rivers. Their object was to find gold and also a passage to the Pacific Ocean, if possible. On these trips, the Indians were often found hostile, and Smith, who was the bravest of the white men, and the most successful in dealing with the Indians, came to be looked upon as the leading man in the colony.

Suffering
of the
colonists

The colonists did not fare well during the summer of 1607. Although they planted a little corn, they had not come expecting to work. They ate up the provisions that they had brought with them, and then depended upon the Indians for corn. Fevers seized them, and soon, as one of them said, "scarce ten among us could either go, or well stand, such extreme weakness and sickness oppressed us." One half of their number died that summer, and to make matters worse, the Indians several times attacked the colony, and were driven off with difficulty.

Smith's
work

During this time the presidents of the council were weak men, and it was Smith who "by his own example, good words, and fair promises, set some to mow, others to bind, some to build houses, others to thatch them, himself always bearing the greatest task for his own share." He made visits to various Indian tribes, whom he compelled to furnish corn for the suffering colonists. They were thus able to

get along till autumn, when cooler weather made Jamestown a more healthful place to live in, and the colonists secured a supply of food by killing many kinds of game, as wild turkeys, gray squirrels, quail, and ducks.

The food
supply



Smith Shows his Compass

On one of his exploring trips up the Chickahominy, a river near Jamestown, Smith, with an Indian companion, fell in with a party of Indians hunting. He tried to escape, but accidentally stepping into

Smith
is captured
by Indians

the mud of a swamp, he began to sink and was captured. More than thirty arrows were shot at Smith, but his companion shielded him, and he was unharmed. Fortunately, he showed the Indians a pocket compass, which deeply interested them, and they spared his life. They treated him well, but led him toward the camp of the Powhatan, the chief of the Powhatan tribe of Indians; his village was located near where the city of Richmond now stands. Smith asked permission to send a letter to Jamestown. This he was allowed to do, and when the messengers brought back an answer, the Indians were amazed at the wonderful power of their captive, who could make the writing speak for him.

Pocahontas saves
his life

At length, Smith was led before the Powhatan. The chief sat in the center of a group of Indian braves and squaws. Smith was given water for washing his hands and turkey feathers to dry them on. Then he was feasted. After the feast the Indians held a council, and decided to kill him. They laid the head of their captive on a large stone, and two warriors raised their clubs, ready to dash out his brains, when suddenly Pocahontas, the Powhatan's favorite daughter, flinging herself between Smith and the upraised clubs, begged her father to spare Smith's life. The Powhatan, to please her, gave the prisoner his freedom. Smith was commanded to make hatchets for the chief, and bells

and beads for Pocahontas. He was then made a member of the tribe and was allowed to return to Jamestown.



Pocahontas Saves Smith's Life

Jamestown.—The winter following was particularly cold, and the sufferings of the colonists were very great. Smith barely prevented a number of them from going back to England, by turning the guns of the fort on their boat and giving them no choice but to “stay or sink.”

Sufferings
of the
colonists

Captain Newport, who had brought the colonists to Jamestown, had returned to England, and in December, 1607, the London Company sent him out again with fresh supplies of food and men for the

James-
town
burned

colony. He had scarcely arrived, when Jamestown was accidentally destroyed by fire. For the rest of the winter, the colonists lived in tents and in huts made of boughs. They lived on the supplies that Newport had brought, and on corn which Pocahontas and other Indian women carried to them once or twice a week. But the cold was severe, and twenty-eight more of the colonists died. By September only one hundred and thirty of those who had come from England since 1606 remained alive.

“Yellow
dirt”
shipped
for gold

James-
town re-
built

During all this time, Smith had done his best to keep order in the colony. This was no easy task, and became especially difficult when the settlers discovered what they thought was gold, but was really a “yellow dirt,” which they spent all their time in collecting and loading on Newport’s vessel. Smith had no use for the worthless stuff, and when the ship had gone, with other able men he set to work to rebuild the town, strengthen the fort, and prepare the ground for corn planting. The Indians gave considerable trouble, but whenever Smith found them skulking near Jamestown, he caught the offenders and flogged them, but wisely killed none.

Further
explora-
tions

Early in the summer, Captain Smith went on an exploring trip down the James River and up Chesapeake Bay and the Potomac River. He hoped to find a passage to the Pacific Ocean, but was disappointed in his search. Sometimes the Indians

greeted his party with a shower of arrows, and once he was almost shipwrecked, but he found time to make a fine map of the country, and returned to Jamestown bringing many curious articles which he had obtained in trade with the Indians.

WHAT TO KNOW

Smith explored the country, trying to find gold and a passage to the Pacific. The Indians were hostile.

The colonists did not want to work, and suffered fever, starvation, and death in the summer of 1607. Smith got food from the Indians and made the colonists work.

Smith was captured by the Indians and condemned to death, but Pocahontas saved his life. During the winter of 1607-1608, the colonists suffered greatly from the cold. Jamestown was burned, and rebuilt.

Smith explored the Chesapeake Bay and the Potomac River, looking in vain for the Pacific Ocean. He made a map of the country and traded with the Indians.

QUESTIONS FOR STUDY

1. How did the colonists treat Smith when the company reached Jamestown?
2. Why did Smith make exploring trips up the James and other rivers?
3. What troubles did the colonists have during the summer of 1607?
4. What did Smith do to help them?
5. Give an account of Smith's capture by the Indians. Who was the Powhatan? Who was Pocahontas? How did she save Smith's life?
6. What troubles did the colonists have during the winter of 1607-1608? How did Smith help them?
7. What was the result of his exploring trip in the early summer of 1608?

LESSON XXVI

New colo-
nists arrive

Captain Smith President of the Council. — Smith had become such an important member of the colony, that he was elected president of the council. About this time, Newport arrived again with a new supply of food and new colonists, among whom were several women. He brought also instructions to the council at Jamestown to crown the Powhatan with a golden crown.



Crowning the Powhatan

The
Powhatan
crowned

Captain Smith and Newport accordingly visited the chief to perform the ceremony. The Powhatan did not want a crown, and would bow to no one. By bearing all their weight on his shoulders, they

finally got him to kneel and crowned him, much to his disgust. Then they fired a volley from their muskets in honor of the occasion, and this so frightened the poor Indian chief that he dashed off into the woods, and it was with difficulty that they got him to return to receive a present of a bed, a pitcher, and a washbasin, which they had brought him. At length, the Powhatan became quiet, and, thanking the Englishmen, made Newport a gift of his moccasins.

Smith had considerable trouble in making the new settlers work. He took them into the woods and set them to cutting down trees, and splitting these into boards. Sometimes their hands became blistered and the men swore. Captain Smith counted each man's oaths, and at the end of the day, poured a can of cold water down his sleeve for every oath he had uttered.

Smith
rules
strictly

As the winter drew near, the condition of the colony grew worse. The ships had brought many rats. These animals got into the corncribs and ate up much of the corn. Besides, much of it rotted, and starvation threatened the colonists. The Powhatan had been kind to them the winter before, but now he thought that the white men were getting too numerous, and prepared to destroy them by refusing supplies of food.

Food gives
out

Smith was the only man who could bring the Indians to terms. Late in December, he set out

Smith
gets food

with eighteen men in two boats to demand corn from the Powhatan. Going down the James, they rounded a peninsula and sailed up the York to the chief's camp. The wily Indian pretended to be very friendly and gave them corn, but would have killed the Englishmen if they had not been warned by Pocahontas, who came at dead of night to tell them of her father's plans. At another village a chief invited the white men into his house, and then surrounded it with seven hundred warriors. The men from Jamestown thought their last hour had come, and they would no doubt have perished, had not Smith suddenly seized the chief by his scalp lock and held a pistol to his head, while he ordered the warriors to put down their weapons. The rest of the tribe now begged for peace, and the colonists got all the corn they wanted.

When Smith returned to Jamestown early in February, 1609, he found the settlers in a sorry plight. They were wasting their time and trading away most of their tools for ridiculously small measures of corn. He made up his mind that he would not feed the lazy do-nothings among the colonists. He told them plainly "He that will not work shall not eat." They saw that he meant what he said and began to work. They "digged and planted with maize some thirty acres" and began building with such a will that soon Jamestown was a town of fifty houses enclosed in a stockade of logs fifteen feet

high. He divided the colonists into squads of ten or fifteen men each, and made them work six hours a day, making tar, pitch, soap, ashes and glass. He fed them with corn he had brought and kept them alive till the next harvest. By the next year there were five hundred settlers in the colony and things looked bright for its prosperity.

Again
forces
colonists
to work

Growth of
James-
town, 1609

Under Smith's rule the colony had endured for two and a half years, when one day an accident happened to him which ended his usefulness in Jamestown. While he was on an expedition up the James River to found a town on the site of an Indian village, a companion carelessly exploded a bag of gunpowder in the boat. Smith's clothes were set afire, and jumping into the water to put out the flames, he was nearly drowned. He had been badly burned, and could not get proper medical treatment in Virginia. Accordingly, in October, 1609, he was carried aboard a ship that was returning to England. He was never again to set foot in the colony which his efforts had kept alive, and which was now soon to be brought almost to ruin because of his absence.

Meets
with an
accident

Returns to
England

Raleigh planned a colony in Virginia; Smith successfully founded one. But for Smith's efforts Jamestown would have suffered the fate of Roanoke.

What we
owe to
Smith

When the Indians found Smith had gone away, they started to plunder and murder the colonists. Moreover, death from disease visited some house

The
"Starving
Time"

each day, and, when the owner was gone, the house was used for firewood. With the winter starvation came, and the colonists who were left, after eating the hogs, hens, goats, and sheep, were forced to eat horse flesh, roots, acorns, and even the skins of horses, and finally a few became cannibals. This terrible winter has been known ever since as the "Starving Time." When new colonists arrived in the summer of 1610, they found only about sixty starved human beings almost crazy from lack of food and care. The newcomers took the miserable creatures on board their ships and started for Newfoundland. But before they were out of the James River, another ship from England, with Lord Delaware, the new governor, aboard, came in sight, and the whole company returned to Jamestown to renew the settlement.

WHAT TO KNOW

Smith finally became president of the council governing the colony. He taught the new settlers how to work.

During the winter of 1608-1609, the food supply gave out. The Indians refused the colonists corn, and twice Smith nearly lost his life in bringing the Indians to terms. While he was away getting food, the settlers wasted their time. He made them work. Smith ruled so well for two and a half years that he saved the colony. In 1609 he was seriously hurt and returned to England for treatment. He never visited the colony again.

Raleigh planned a colony, but Smith successfully founded one.

The colonists who survived the "Starving Time" attempted to leave the colony in the summer of 1610. Lord Delaware made them return to Jamestown.

QUESTIONS FOR STUDY

1. In the winter of 1608–1609 what happened to the colonists? How did they get corn to eat?
2. What were the settlers doing during Smith's absence from Jamestown in February, 1609? What did he make them do when he returned?
3. Why did Smith return to England?
4. Why did the Jamestown colony owe so much to Captain Smith?
5. Why did the colonists wish to abandon the colony in 1610? Who prevented them?

LESSON XXVII

Jamestown from 1610–1621. — Governor Delaware brought with him a new charter which permitted the colony to extend north and south for four hundred miles, and west from the Atlantic Ocean all the way to the Pacific. He made the colonists go to church every day before going to work. He won back the friendship of the Indians, forced lazy settlers to work, and made Jamestown again a flourishing colony. Governor Delaware stayed in the colony only nine months and then had to go back to England on account of failing health.

Governor
Delaware

The London Company then appointed as Grand Marshal of Virginia, Sir Thomas Dale, a man who hated wickedness and believed in punishing bad men severely. He sailed at once to take up the government of the colony, arriving in Virginia early in

Governor
Dale

1611, two months after Governor Delaware had left. He was kind enough to law-abiding colonists and to such as were willing to work. But some of the men he found wasting their time bowling in the



Governor Dale Rebukes the Jamestown Idlers

streets of Jamestown. Those idlers he soon brought back to habits of industry.

Dale founded another colony up the James River at a much more healthful place than Jamestown. Here he built a strong settlement and called it the City of Henricus. Up to the time that Governor Dale came to Virginia whatever was grown on the land, such as Indian corn, was put into a common storehouse from which all the colonists were fed.

Dale
makes
another
settlement

Lazy men found it easy to live this way, for they lived on food which hard-working men had sent to the storehouse. So it came about that one fifth of the colonists supported the rest. This way of doing things might have destroyed the colony, before Governor Dale came to Virginia, had not Captain Smith and Lord Delaware been able to make the laggards work by threats of severe punishment.

The
common
storehouse

But Governor Dale thought of a much better way to carry on the colony. He decided to give every colonist three acres of ground that he could call his own. The colonist could keep whatever he raised on his land except six bushels of corn a year which he must pay to the public treasury as a tax. When a settler had some land of his own he felt that he ought to take care of it and work on it. This feeling gave him self-respect and made a man of him, instead of a lazy good-for-nothing. After Governor Dale began this plan, starvation never again visited Virginia. With better homes and greater safety it was said that three men did more work under the new rule than twenty did under the old way of living.

Dale's
reform

Early in 1611, Captain Argall, a slave trader, captured Pocahontas, whose father was on the warpath against the English, and brought her to Governor Dale at Jamestown. Dale treated her as a princess, but offered to restore her to her father,

the Powhatan, for a large quantity of corn. The Powhatan would not listen to this offer, and it is said that Pocahontas decided to join the English since her father cared so little for her.

Rolfe
marries
Pocahontas



Marriage of Pocahontas

The English called her Lady Rebecca, and in April, 1611, in the church at Jamestown, she married John Rolfe, one of the gentlemen settlers at Henricus. It was he that started the planting of tobacco in Virginia for shipment and sale in England. This

John Rolfe
begins
tobacco
planting

trade was soon to be the most important in the English colonies.

In 1616, Rolfe and his wife went to England with Governor Dale. There Pocahontas was entertained as a princess. She had not been in England long, however, when she fell sick, while preparing to return to Virginia, and died. A son, Thomas Rolfe, stayed in England with his uncle. When he was a man he sailed to America and became the forefather of several well-known Virginia families.



Hoeing Tobacco

When Governor Dale went away from Virginia, he left Lieutenant Governor George Yeardley in command. Soon the first cargo of tobacco was sent to England. The king taxed it heavily. The tobacco was not of the best quality, but it sold for a high price. So well satisfied were the colonists with their success that they planted tobacco even in the streets of their settlements, and larger tobacco plantations began to be cultivated.

Tobacco
sent to
England

Governor
Argall's
misrule

In 1617 Captain Argall was made deputy governor of Virginia. He was little more than a pirate. He put the settlers under military law and had many of them shot to death for breaking his rules. At last the story of his misdeeds reached England, and Lieutenant Governor Yeardley was sent again to govern the colony.

Governor
Yeardley
brings good
news

When he returned to Virginia in the spring of 1619, it was with the joyful news that the colonists were to have the same free laws under which his majesty's subjects lived in England. The planters were



Jamestown Church (Restored)

given a hand in governing themselves, by electing two men from each plantation to a general assembly which could make such laws as were

good for the colony. This House of Burgesses, as it was called, was the first law-making body to meet in America. It met in the church in Jamestown, July 30, 1619, and had twenty-two members. They came from eleven towns and from large plantations.

House of
Burgesses
meets July,
1619

Laborers on the plantations were so much needed that the London Company offered a sum of money for each able-bodied laborer landed in the colony. This led wicked sea captains to steal men and boys from the streets of London and other English cities, and bring them to America to spend weary years working on the tobacco plantations. King James sent a large number of criminals to work in Virginia, and in 1619 a Dutch ship brought to the colony negroes to be sold as slaves to work in the tobacco fields. This was the beginning of negro slavery in America. It lasted two hundred and forty years. Negro slaves proved very profitable in the cotton and tobacco fields; for they were paid no wages and could stand hard out-door labor.

Laborers
needed

Beginning
of negro
slavery in
America

Virginia from 1621 to 1624. — Sir Francis Wyatt became governor of Virginia in 1621, and all went well till the next year. Then the Indians made a desperate effort to destroy the settlements in Virginia. Three hundred and fifty settlers were killed, and, of the eighty plantations, very few were saved. This was a hard blow to Virginia; but the colonists felt they had received a still harder blow when in

Indian
massacre
of 1622

July, 1624, King James took away their charter and brought the colony under his own rule.



Indians Attacking a Settlement

WHAT TO KNOW

Delaware made friends of the Indians. Ill-health made him return to England.

In 1611, Dale came to govern Virginia. He was a strict and able ruler. He did away with the common storehouse and gave each man land of his own to care for. Starvation never came again in Virginia.

John Rolfe, a settler, married Pocahontas. He started tobacco planting, the most important industry in Virginia.

In 1619, when Yeardley was governor, the House of Burgesses was formed to help the people govern themselves.

In 1619, negro slaves were first brought into Virginia.

In 1622, almost all the Virginia settlements were destroyed by the Indians. Virginia became a royal colony in 1624.

QUESTIONS FOR STUDY

1. How did Governor Dale rule the colony of Jamestown?
2. How did the common storehouse in Virginia do harm?
3. How did Governor Dale make all the settlers work?
4. What trade was started by John Rolfe?
5. What was the first law-making body in America called?
6. When and where did it meet?
7. Where did negro slavery in America begin? When?
8. What trouble did Virginia have with the Indians in 1622?
9. How was the government of Virginia changed in 1624?

LESSON XXVIII

Virginia, a Successful Colony. — The London Company had worked nobly for Virginia; for, in the fifteen years, from 1609 to 1624, nine thousand settlers had been sent to that colony. The tobacco trade there had become profitable, and, most important of all, Englishmen had founded the first representative government in America. When men saw the wealth that tobacco growing would bring them, many came to Virginia to become tobacco planters. Moreover, tobacco was used for money; and the Virginian could buy with it, in Europe, anything he wanted.

Growth of
Virginia,
1609-1624

Virginia from 1625 to 1676. — King James died the year after the colony lost its charter. He was

Charles I
becomes
king



King Charles I

succeeded by his son, Charles I. James thought that nobody knew anything but himself and had ruled so unwisely that he had earned for himself the title of “the wisest fool in Christendom.” Charles, however, was no fool. He was a sensible man and would have made a good king if he had tried to follow the wishes of his people. But, like his father, he believed that God had made him king, and that he could rule as he pleased.

The
colonists
gain power

The English people did not agree with Charles, and a long struggle began between king and people. Charles needed money, and to get it he wanted to control the tobacco trade of Virginia. To do that, he had to deal with the Virginia Assembly, composed of the representatives of the people. The Assembly tried to drive such a sharp bargain with the king that he could come to no agreement with them. Because of his troubles in England, Charles could not make the colonists do as he wished.

Although Charles became king in 1625, he did not appoint a royal governor for Virginia until 1629, when he sent over Sir John Harvey to rule. The colonists did not like him. Charles was displeased with the independent spirit of the Virginians and

would not recall Harvey. But the king had too much trouble at home to oppose the colonists, and in 1639 sent Sir Francis Wyatt to take Harvey's place. Wyatt had pleased the colonists as governor before.

In 1642 Charles sent over another governor, Sir William Berkeley, to take the place of Wyatt. Berkeley ruled wisely and all went well until 1649. King Charles had quarreled with his people in England ever since he had become king. Those who opposed him were called the Puritan Party, or Roundheads, because they wore their hair cut round. His followers were called Royalists, or Cavaliers. In 1649 the Puritan Party brought Charles to trial and beheaded him. The Puritan government of England then sent men to Virginia to look into Berkeley's government, and Berkeley was removed.

Berkeley
becomes
governor



Round-
heads and
Cavaliers

Roundhead
(Puritan)

Berkeley
removed

During Puritan rule Virginia had freedom of religion and trade, but when Oliver Cromwell, the head of the Puritan government in England, died, and Charles II came to the throne in 1660, Berkeley again became governor of Virginia.

Berkeley
again
governor

In 1676, toward the close of Berkeley's rule of sixteen years, the English colonies which had been

Indian
War of
1676

planted in New England were visited with a terrible Indian war. The Indians in Virginia, like the others farther north, seemed to wish to drive all the white men out of the country. Houses were burned, and people murdered to the number of three hundred, on outlying Virginia plantations. Governor Berkeley was appealed to for help, but he paid no attention to the people's sufferings.



Cavalier

Bacon's Rebellion.—Nathaniel Bacon, a tall, fine-looking and rich young colonist, took the people's part and asked Berkeley for permission to lead soldiers

against the Indians. The governor refused to allow this, for he was afraid Bacon would then be too powerful. Besides, Berkeley had a good income from trade in furs with the Indians, and he did not want to spoil it by fighting them.

Bacon
punishes
the Indians

At last a valued overseer was killed on a plantation owned by Bacon. He could wait no longer. Without Berkeley's consent, he marched at the head of five hundred men, and attacked the Indians, easily defeating them. Berkeley declared Bacon a rebel, and with a force of soldiers marched against him; but just then an uprising of the people of Jamestown compelled the governor to return.

Twice more Bacon had to go against the Indians. When he came back the third time, he found Berkeley waiting with a thousand men to attack him. In the war that followed Jamestown was burned. Before long Bacon died of a fever, and his men scattered. Berkeley hunted Bacon's followers and hanged twenty-three of them. When King Charles heard of this, he was greatly displeased with Berkeley. He called him back to England and deprived him of his office. This was too much for a man of proud spirit to bear, and Berkeley soon died of a broken heart.

Berkeley
attacks
Bacon



Bacon's
death

Berkeley's
revenge

Bacon's Rebellion

Berkeley against Progress. — Governor Berkeley thought education would make the people restless, dissatisfied with their rulers, and rebellious. Of education he said, "I thank God there are no free schools nor printing in this colony, and I hope we shall not have them these hundred years." Berkeley also stood in the way of self-government by the people. He kept the same Assembly for sixteen years; for its members were ready to make only such laws as pleased Berkeley. And although the people wished to elect their burgesses every year, their

wishes were not heeded. In religion the governor was equally tyrannical. He was a strong Church of England man and hated dissenters, Puritans, and Roman Catholics. Berkeley was a stumbling-block in the way of progress, but he could not stop it any more than the ocean can be swept back with a broom.

We have spoken only of English colonists coming to Virginia, but in the next hundred years, many Irish, Scotch, Germans, and Swiss came to the colony. They were people who believed in ruling themselves and not in being ruled by a king. This idea came to be the common belief of the people of Virginia, and one hundred years after Bacon's rebellion, Richard Henry Lee proposed in the Virginia Assembly that the American colonies should be free from the rule of England. So we see that Bacon sowed a seed of liberty that did not die with his death but lived to flower into the American Nation.

The seed of
liberty

WHAT TO KNOW

Tobacco brought settlers to Virginia. It was used as money.

In 1642, Berkeley became governor. Virginia was under Puritan rule from 1649-1660. Berkeley was governor again for sixteen years from 1660 and ruled like a tyrant. The Indians gave the settlers much trouble, but Berkeley refused to help the colonists, because of his trade in furs with the Indians. In 1676 the people rebelled and made Bacon their leader. Three times he defeated the Indians. Then he fought Berkeley. Jamestown was burned. Bacon died, and Berkeley hanged twenty-three of his followers. Berkeley was then removed by the king.

Berkeley stood in the way of education, government by the people, and freedom of worship.

QUESTIONS FOR STUDY

1. In what ways had the colony prospered between 1609–1624?
2. Of what good was tobacco to the colony?
3. Who became king of England after James I? How did his troubles with his people in England help Virginia?
4. Who became governor of Virginia in 1642?
5. How did Berkeley act when the Indians attacked Virginia? Why did he not do more?
6. Who did lead the Virginians against the Indians? When?
7. How did Berkeley treat Bacon when he came back after punishing the Indians? How did Bacon's rebellion end?
8. What people besides English came to Virginia?
9. Tell what Berkeley thought about education and religion.

LESSON XXIX

NEW YORK. — **Early Dutch Traders.** — You will remember that Jamestown was settled by men eager to find besides gold and adventure, a westward route to the Indies. These were not the objects of the Dutch, who settled New York. Henry Hudson, returning from his discovery



Fur Trading

of the Hudson River in 1609, brought back with him furs obtained in trade from the Indians of the Hud- Fur trade
in America

son River valley. But in spite of Hudson's success, the Dutch East India Company was too much bent on finding a passage to the Indies to think of the fur trade in America. However, several Amsterdam merchants formed a partnership and sent vessels to the North River, as the Hudson River was then called, to barter with the Indians for furs.

Two of their ships, the *Fortune* and the *Tiger*, under Hendrick Christiansen and Adrian Block, arrived at Manhattan Island in 1612. Captain Christiansen sailed away to explore the near-by coasts, leaving Block at Manhattan Island with the *Tiger*. In the fall of the year 1613, the *Tiger* took fire one night and was completely destroyed. Block and his men at first sought shelter with the Manahata Indians, an Algonquin tribe, after which Manhattan Island was named. But the Dutch sailors soon built for themselves four huts near the lower end of the Island. These were the first buildings erected on Manhattan Island, and mark the beginning of its settlement.

From Manhattan Dutch sailing-masters spread their trade and carried on explorations along the near-by coasts and rivers. Christiansen sailed up the Hudson River and founded a trading post called Fort Nassau, on Castle Island, near where Albany now stands, while Block visited Long Island Sound, the Connecticut River, Narragansett Bay, and the

Adrian
Block, 1612

Builds the
first houses
on Man-
hattan
Island

New England coast as far as Cape Cod. On this trip he discovered the island off Long Island, ever since called after him, Block Island.

Block
Island dis-
covered

Captain May, another of these sailors, followed the Atlantic Coast as far south as Delaware Bay. He explored this bay and also the Delaware River, called by the Dutch the South River. Cape May, at the entrance of the bay, named after the captain, still preserves the memory of his voyage.

Delaware
Bay and
River ex-
plored by
May

The New Netherland Company. — Quite naturally other Dutch merchants heard of the rich fur trade in America and wanted to have a share of it. But the earliest traders did not wish their gains to dwindle. So they formed, in 1615, a company called the New Netherland Company, which received from the Dutch government the right to carry on all the fur trade for three years. The region between the North and the South River was then called New Netherland. The name North River was changed to Mauritius River, after Prince Maurice of Holland. The company stored its furs at Fort Nassau on the Hudson, and at Fort Manhattan, a log house located at the southern end of Manhattan Island. Near the storehouse there were houses for the company's agents. The settlement was only a trading post and for a number of years the Dutch thought nothing about planting a real colony in America.

Formed for
trade in
New
Netherland

They were careful, though, to make friends with

Elkins
makes a
treaty with
the Iro-
quois

the Indians. Chief among these Indians were the Iroquois, whose land included most of the Dutch province of New Netherland. With these warlike tribes, Jacob Elkins, commander of Fort Nassau, made a treaty in 1618. The white men and the red



Burying the Hatchet

men smoked the pipe of peace and buried a hatchet. Over the spot the Dutch promised to build a church so that no one could dig up the hatchet without offending both God and man.

The coming of the Dutch greatly pleased the Iroquois; for the French and the Huron Indians of Canada had begun to fight them with guns. They exchanged their furs for guns, knives, and

hatchets, and were soon more than a match for their enemies.

It was not long before the Dutch both in America and in Holland took notice of the fact that the English were making good their claim to America at Jamestown with a sturdy little colony. They were afraid England would claim New Netherland too, for it is said that an English captain stopped at Manhattan, while on a voyage in 1620, and commanded the Dutch to leave the place, as it was English property. Then the Hollanders saw that trading stations were not enough to save New Netherland from English interference but that a strong Dutch colony was needed.

Need of a
Dutch
colony

The West India Company. — So a new company, called the West India Company, was formed in Holland in 1621. One of its main objects was to plant Dutch colonies in America. This company had branches in different parts of Holland. The one in Amsterdam controlled all the company's affairs in America, and because of this the settlement on Manhattan Island received the name of New Amsterdam.

Why it was
formed

To begin a settlement, the company sent over in 1623 thirty families of French Protestants, known as Walloons. Some of these people settled at New Amsterdam; some at Brooklyn, which was the first settlement on Long Island; some on the Connecticut River, and some on the Delaware. The

Walloons
settle in
New
Netherland

greater number, however, went up the Hudson and built Fort Orange, near the present site of Albany.

First Dutch Governor of New Netherland. — At first Director May guided affairs in New Nether-

land. He was followed by a second director, but early in May, 1626, Peter Minuit arrived in New Amsterdam as first governor of the province. Minuit's first act was to call a council of Indian chiefs and purchase from them Manhattan Island for about twenty-four dollars' worth of knives, hatchets, and trinkets. It contained fourteen thousand acres of land; so the price paid for it was about one-sixth of a cent an acre. This seems a ridiculously low sum even for those days, since two years before,



Peter Minuit

the furs of New Netherland brought the West India Company eleven thousand two hundred dollars. To-day seven billion dollars would scarcely purchase the island of Manhattan.

Climate **Why the Colony was a Success.** — The people of New Netherland had mild winters and pleasant summers, so the climate was healthful. Their land was fertile also; and, as many of them had been farmers in Holland, they took care not to suffer from lack of food, as the English had suffered in Virginia.

Governor
Minuit,
1626-1631

He buys
Manhattan
for twenty-
four dollars

The
settlers
worked

The island of Manhattan, where the chief settlement of the colony was made, was narrow and rocky at its southern end and watered here and there by winding brooks. Further along rose a ridge of low hills covered with dense woods of hickory and chest-



First Houses on Manhattan Island

nut trees. These hills sloped down to valleys where Indian villages lay surrounded by fields of Indian corn. Here and there spread wide marshes, fringing dense forests, the home of the bear, the panther, and the wolf. This was a rude country in which to found a colony, but the Dutch were equal to the task. They at once began to build homes for themselves, and by the fall of the year were sheltered in thirty log houses with roofs of bark.

Manhattan
Island in
early days

WHAT TO KNOW

The Hudson River valley was settled by the Dutch, who wanted to trade in furs with the Indians.

New Netherland was the region between the North and South rivers. At Fort Nassau on the Hudson, and Fort Manhattan on Manhattan Island, were storehouses for the furs. The Iroquois Indians were glad to make a treaty of friendship with the Dutch, and give them furs in exchange for guns and hatchets.

No real colony was thought of at first. But the Dutch were afraid that their trading stations were not strong enough to stand attacks by the English.

In 1621, the Dutch West India Company was formed to plant Dutch colonies in America and to trade in furs. The company called the Manhattan Island settlement New Amsterdam.

In 1623 there came from Holland thirty families of Walloons who settled in New Netherland.

In 1626 Peter Minuit was made governor of the colony. He purchased Manhattan Island from the Indians for twenty-four dollars' worth of trinkets.

The climate of New Netherland was pleasant and the land fertile. The colony did not suffer from starvation, for New Amsterdam had many Dutch farmers who tilled the soil.

QUESTIONS FOR STUDY

1. What purpose did the Dutch have in settling New York?
2. How did the first trading post come to be made on Manhattan Island? By whom was it made?
3. Why were the Iroquois glad to trade with the Dutch?
4. What made the Dutch think of planting a colony in America?
5. Where and when was the colony planted?
6. Who were sent to settle the colony? Who was the first governor?
7. How much did he pay for the land of the colony? If you think the price cheap, tell why.
8. Describe the climate of New Netherland.

LESSON XXX

Rule of Peter Minuit. — After the purchase of Manhattan Island, Governor Minuit busied himself in setting up a government in the name of the West India Company. Five of the colonists had been appointed to act as a council to advise him. As he did not want advice, they had little to say. Besides these councilors there was a koopman, or secretary of the province, whose chief duty was to keep the books at the storehouse of the company. Another officer, called the schout, acted partly as sheriff, or policeman, and partly as attorney-general, or chief law officer. He also collected, for the company, taxes on the furs which the Dutch traders shipped to Holland.

Peter
Minuit's
govern-
ment

The governor had so much power that he was almost like a king in New Netherland. The colonists had little or nothing to say in their government, but, as Minuit ruled fairly, things went along quite smoothly in the colony. There was no telling, however, when the war vessels of some foreign nation might seize the settlement. Governor Minuit knew this, and accordingly ordered Krys Fredericksen, his engineer, to build a fort. This was located on Bowling Green, near that part of the island now called "The Battery."

Fort
Amsterdam
built at the
"Battery"

A palisade of cedar logs, strengthened by sodded earthworks, surrounded the fort. Here all the

inhabitants could be protected in case of trouble either with the Indians or with any other enemy. Inside the fort, which the Governor called Fort



Fort near the Bowling Green

Amsterdam, stood his house, while outside the palisade were the storehouse of the West India Company and a windmill. The mill served a double purpose; for on week days grain was ground into flour on its lower floor, while on Sundays its second floor was used for church services.

The first
church

As Governor Minuit's colonists were mostly farmers, he gave them farms, or "bouweries," not far from the fort. These farms lay on either side of a road called Bouwerie Lane, a name still preserved in the "Bowery," one of New York's best

The
Bowery
and
Maiden
Lane

known streets. Between two of the farms lay the Maidens' Lane, a path leading toward the East River. Along this path the Dutch girls made their way to a brook where they wet and softened flax used for making linen.



New Amsterdam Maidens Carrying Clothes to be Washed

This peaceful farm life brought two hundred settlers to New Amsterdam before the close of 1626. Governor Minuit, however, feared that the English, who had settled farther east, would not let the Dutch colony live in peace very long, but would some day surprise New Amsterdam and try to capture it. He kept up friendly relations with the English

Growth of
New
Amsterdam

governor, even sending him as gifts a rundlet of sugar and two Holland cheeses.

New
Netherland
gets a
charter

But Minuit did not feel safe, and asked the West India Company for soldiers to protect New Amsterdam. The company did not like the governor's request. The defense of New Netherland had already cost too much money and had brought too little in return. Instead of soldiers the government of Holland gave New Netherland a charter that did much to develop the colony.

The
patroons

By this charter a large tract of land was offered to any member of the West India Company who, within four years, would bring over fifty settlers. A man who did this was called a patroon. After he had paid the Indians for his land, he was allowed to trade with them except for furs. He was ruler over his colonists, who had to serve him for a period of years. The patroons had to pay the expense of preparing their lands and providing the settlers with houses and barns, cattle, wagons, and farm tools. The colonists had to pay the patroon a rent of grain, cattle, or whatever they raised. It was also the patroon's duty to provide a minister and a schoolmaster, while the company agreed to protect the colonists from the Indians.

A number of the West India Company's members took advantage of this land offer. Among them was Kilian Van Rensselaer, part of whose name still remains in that of Rensselaer County, New

York, and Michael Pauw, after whom Communipaw station in New Jersey is named. But although the patroons were forbidden to interfere in the company's trade in furs, they did not obey. There was much wealth in the fur trade. As the patroons were members of the West India Company also, this forbidden fur-trading caused trouble between those members who were patroons, and those who were not. Finally the Dutch government took a hand in the quarrel, found the patroons guilty of having a fur trade with the Indians, and decided against them. Governor Minuit, who was accused of favoring them, was recalled by the company in 1631, and messengers were sent to New Amsterdam to forbid all private trade in furs, maize, or black wampum, which was called *sewan*.

The
patroons
give
trouble

Minuit's
recall

On the way home Minuit's ship was driven into the port of Plymouth, England, by a storm. The ship and its company were held by the English on the charge of trading and settling in lands belonging to the English king. Upon receiving a letter from Minuit, the Dutch government took up the matter with the English. The Hollanders claimed that they had a right to the ownership of New Netherland by the voyage of Henry Hudson in 1609 and by the fact that they had planted colonies there. The English, on the other hand, claimed that the Cabots had first discovered the waters and lands along the Atlantic coast of North America in 1497 and that

The Dutch
and Eng-
lish claim
America

thus their claim was better than that of the Dutch. After a time Minuit was released, but the English did not give up their claim to New Netherland.

WHAT TO KNOW

Minuit had a council of five to advise him, but the people had little voice in their government.

A fort was built on the lower side of Bowling Green, to protect Manhattan Island from enemies. Bouweries were farms that Minuit gave to the colonists, most of whom were farmers.

The West India Company gave New Netherland a charter. This charter offered land to any man who would bring over fifty settlers in four years. He was called a patroon. He was not allowed to trade in furs with the Indians.

England and Holland had a dispute over New Netherland. The Dutch claimed the territory because it was discovered by Hudson in 1609, and because of their settlement. The English based their claim on the Cabots' discovery in 1497.

QUESTIONS FOR STUDY

1. Show how the Dutch had little to say in their government.
2. Describe Fort Amsterdam.
3. How did the Bowery come to get its name? Maiden Lane? The Battery? Bowling Green?
4. Why did the New Amsterdam settlers not lack for food?
5. What was a patroon? What did he do for the settlers?
6. What did the settlers have to do for him?
7. What dispute arose when Minuit was held by the English?

LESSON XXXI

Second Dutch Governor of New Netherland. — For about a year the colony of New Netherland had been without a governor when, one day in the

spring of 1633, the good ship Zoutberg sailed into the harbor of New Amsterdam. It had on board Wouter Van Twiller, second governor of the colony; also Dominie Bogardus, the second minister, and Adam Rolantsen, the first schoolmaster.

Wouter
Van
Twiller,
1633-1637

Van Twiller, a short fat man, was not a very active ruler. He had been a clerk for the West India Company in Amsterdam, and it is probable that he was appointed governor through the influence of a relative.

The minister, Bogardus, had many qualities that the governor lacked. He was a tall man, quiet and firm in manner, though a little quick-tempered. His dark and piercing eyes would have made him look severe but for the kindliness of his face. The company built for him one of the finest houses in the town. Its front door bore a polished brass knocker, with which persons had to announce themselves before they entered. Altogether it fitted the dignity of the owner, whom all respected and none might speak against without severe and speedy punishment.

The poor schoolmaster, Rolantsen, was not nearly so well off as the minister or as Van Twiller. He had to collect his salary from the parents of his pupils, and they often refused to pay him. At one time the struggling teacher was obliged to take in washing, which may have given him some exercise even if it brought him but little money. Once he

Rolantsen,
the school-
master, a
poor man

sued a man for a wash bill, and the court decided that, as he had agreed to do the laundry work for a year, he could not collect the bill till the year was up. He could not get the comfort of even a little praise, for no one thought well of him as he was not much of a scholar. He did a wise thing, however, when he married; for his wife, Lyntje, had a little money, and he was able to give up laundry work. He then built a house for himself and came to be of some importance in the colony, several times holding public positions. Another schoolmaster then taught the village school.

Important Events. — While Van Twiller was governor negro slaves were brought to New Amsterdam to do the housework, while the Dutch farmers tilled the fields. The governor strengthened Fort Amsterdam, and inside of the ramparts built a large brick house for himself, barracks for the soldiers, and three windmills. Outside of the fort he built a wooden church for Domine Bogardus, and not far away he laid out the first graveyard, on the Heere Straat, now Broadway.

Other Acts of Van Twiller. — Governor Van Twiller's good acts were few and far between. He looked out for himself, much more than for the good of the West India Company. It is said, he gave himself seven farms

Gives him-
self seven
farms

Van Twil-
ler's build-
ings

Negro
slaves
brought to
New
Amsterdam

Other Acts of Van Twiller. — Governor Van Twiller's good acts were few and far between. He looked out for himself, much more than for the good of the West India Company. It is said, he gave himself seven fine farms or bouweries in New Netherland. On one of these near Fort Amsterdam he built a summer home, and on another he planted

tobacco. The cost of keeping them was nothing to him, for the company's slaves did the work.

Because of his failure as a governor the Dutch government in 1637 ordered Van Twiller's recall. Van Twiller recalled



Van Twiller Watching the Building of His House

Thus ended the rule of the man who, to use the words of Patroon De Vries, had been promoted from a clerkship in Amsterdam to govern like a clown in New Netherland.

Third Dutch Governor of New Netherland. — When William Kieft arrived in New Amsterdam on

Governor
Kieft,
1638-1647

Need of a
strong
governor

March, 1638, to become third governor of New Netherland, there was much need of a strong, wise ruler for the colony. Of the four corners of the fort only one remained. The cannon that had been mounted on its earthworks lay scattered on the ground. The public buildings in the fort were in ruins, and but one of the three windmills was working. Ships lay idle in the harbor, while farms were neglected and deserted. Here was a fine chance for Kieft to make a name for himself.

The ruined fort and houses he rebuilt. Then he appointed his council. The governor had the power



City Hall Built by Kieft

His council
of one

to fix the number of men in the council, so he appointed a council of one, for he wanted the largest say in running affairs. He gave this man one vote and himself two votes to prevent a tie when he made rules for the colony.

These rules were very strict. No person could leave Manhattan Island without a pass from the

governor. Sailors must not remain on land overnight, but must return to their vessels to sleep. No liquor might be sold except wine in small quantities, while a curfew bell at nine o'clock every night called all good citizens to rest.

His strict
rules

At this time New Amsterdam was growing rapidly, so that by 1639 more than thirty farms or bouweries had been occupied on Manhattan Island, which had but seven in Governor Minuit's time. People driven out of New England because of differences of religion found refuge in the Dutch colony, while many a dissatisfied servant, escaping from bondage in New England or Virginia, added to the number of the population. New Amsterdam was now the home of about twenty-five hundred persons.

Manhattan
grows

Kieft's Indian Wars. — Just at this time Governor Kieft made a mistake that cost the colony a fearful price in blood and almost ruined it. He laid a tax on the furs, wampum, and Indian corn of the Raritan Indians, to pay for the protection given them by the Dutch. But the Indians replied that they were able to protect themselves, that they had always paid for everything they had received, and that, but for the food which they gave, the early Dutch settlers would have died of starvation.

He tries to
tax the
Indians

Soldiers were sent against the Raritan tribe. Several Indians were killed, and the tribe's crops were burned. This wilful murder acted like a spark in a keg of powder. The Indians fell upon the

Staten
Island
attacked

Dutch settlement on Staten Island and wiped it out.

Kieft would have made immediate war on the Indians if the colonists had allowed him. Instead they obliged him to call a council of twelve men to consider the matter. The members of this council were the heads of important families. Their chairman was the Patroon De Vries. These men made Kieft promise to be more careful of the rights of the people. But after making fine promises, he dismissed the council and forbade any more meetings.

WHAT TO KNOW

In 1633, Wouter Van Twiller became the second Dutch governor of New Netherland. While he ruled negro slaves were introduced into the colony. Van Twiller had but little governing ability, so Holland ordered his recall in 1637.

Kieft, the third Dutch governor, found the fort and public buildings in ruins, the ships idle, and the farms deserted.

He rebuilt the fort and houses. He made strict laws.

He appointed a council of only one to help him govern but later had to call a council of twelve men because of Indian troubles.

Kieft treated the Indians cruelly, and so they gave him trouble.

QUESTIONS FOR STUDY

1. Who was the second governor of New Netherland? When did he rule?
2. Tell about the two men who came to the colony with him.
3. Show how Van Twiller looked out for himself.
4. Who was governor of New Netherland after Van Twiller?
5. Tell how Kieft governed the colony.
6. Why did Kieft have trouble with the Indians?
7. Why did he have to call a council of twelve?

LESSON XXXII

Last Years of Kieft. — Kieft had further trouble with the Indians. Some of them asked his protection against other tribes, and instead of giving the protection asked, early in 1643 he sent soldiers to surprise two of their camps. Eleven tribes now

Kieft
attacks the
Indians



A War Party of Indians

united against the Dutch, and soon began attacks on life and property. Governor Kieft was frightened, as he had good cause to be. The Indians were well supplied with guns, powder, and bullets, sold to them by lawless traders. They had sent away their old men and their women, and had begun to destroy outlying Dutch settlements.

There was no place of refuge for the colonists but Fort Amsterdam, and that was so broken down as to resemble a ruin rather than a fort. Boats coming down on the Hudson were attacked by the Indians and their crews were robbed or killed. Settlers were slain in the streets of New Amsterdam.

In despair the governor called together another council, this time of eight men. They advised him to make war with the Long Island Indians and war on the Hudson River tribes. But Kieft did little to check the Indians. Life was in such danger on Manhattan Island that no one ventured to "fetch a stick of firewood" after nightfall without a strong guard.

Finally, the council of eight wrote to the government of Holland, telling of their sufferings from Indian warfare and threatened famine. They accused Kieft of needlessly bringing on their troubles and asked to have him called back to Holland.

The Indian wars were at last settled by a treaty of peace at Fort Amsterdam in August, 1645, and a day of thanksgiving was kept. In the struggle about sixteen hundred Indians had been killed, while the settlers about New Amsterdam had dwindled in numbers until only about a hundred were left.

In 1642, colonists fleeing from religious troubles in New England, had settled Maspeth, on Long Island. In 1646 the town of Brooklyn was founded, just across the East River from lower Manhattan.

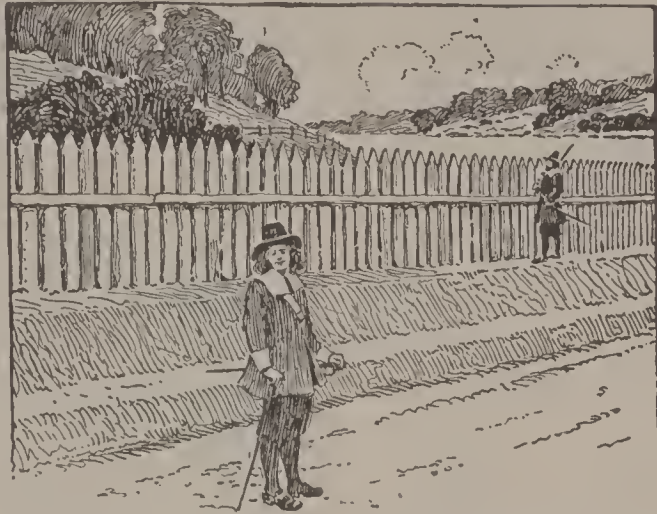
Kieft calls
another
council

Kieft
accused by
the council

A treaty of
peace, 1645

Brooklyn
founded

The settlers were Long Island people. In the spring of 1644 a wooden palisade was built across Manhattan Island along the line of what is now Wall Street to keep cattle from straying away and to keep enemies out.



Palisade Built Across Manhattan
Island

In August, 1647, Kieft sailed for home. His term of ten years as governor of the colony had been a stormy time for New Amsterdam. It was not all wasted, however, for in Kieft's council of twelve men and the later one of eight, New Netherland had taken its first steps toward government by the people. Never again could any man rule the colony wholly for his own benefit.

Kieft's
term not all
wasted

The Last of the Dutch Governors. — Nearly two years had passed since the colonists first heard that they were to have a new governor, when Peter Stuyvesant came to New Amsterdam late in May, 1647, to fill the office. There was great joy over his coming, for everybody was glad to get rid of Kieft.

Governor
Stuyvesant,
1647-1664

Governor Stuyvesant walked up to the fort, arriving there amid the waving of flags, the booming of cannon, and the shouts and cheers of the people.

He then made a speech in which he said he would govern them as a father rules his children.

A good
man for
governor

He was a good man for the position. He had been in the military service of the West India Company as director of one of their posts in the West Indies. While conducting an attack on a Portuguese fort, he had lost a leg. In its place he wore a wooden leg, ornamented with silver bands. This made some people call him "Old Silver Leg," while the Indians called him "Wooden Leg." He was about forty-five years old, brave, honest, strict, and often too stubborn in wanting his own way. But the colony needed a man like Stuyvesant to lift it from the ruin of the terrible Indian War and the sad state of its money affairs.

Stuyvesant
a strict
ruler

New Netherland was now in a fair way to have a new period of good times. Stuyvesant enforced the keeping of Sunday. He obliged landlords and innkeepers to close their doors every evening at the nine o'clock bell. He allowed no one to escape the payment of duties on furs and liquors, and gave the owners of vacant lots nine months to build on them, clear them of rubbish, or else lose their property. Money was needed to repair the fort. The governor wanted to get this by taxing the people. When he found, however, that the colonists would not pay the taxes without having something to say in the matter, he allowed the people of Manhattan and the near-by towns of Brooklyn, Flatbush, and

Flatlands on Long Island, and Pavonia in Jersey, to meet at New Amsterdam. Here they elected eighteen just, honest, and respectable men, from whom the governor chose nine men to help him

His council
of nine
men



Ladies and Gentlemen of New Amsterdam

look after the good of the colony. These men agreed to build a schoolhouse and to finish the church begun by Governor Kieft, but they said

that it was the business of the West India Company to repair the fort.

Important Events in Stuyvesant's Term. — Governor Stuyvesant did not get along well with his council. In 1649 they sent a petition to the Dutch government asking for a public school with two good teachers and for "godly, honorable, and intelligent rulers." Stuyvesant was so angry with the council for appealing to Holland that for a time he shut up their secretary in jail. The end of the matter was that in 1652 the West India Company allowed the people to elect two burgomasters, five schepens, and a schout to help the director govern them. The schout was an officer much like our mayor, while the burgomasters and schepens held court and acted as judges in the town hall, or Stadt Huys. The colonists were allowed to export tobacco without paying a tax on it. The cost of passage from Holland to the colony was lowered, and the colonists were allowed to import negro slaves from Africa.

The people
get a little
power

New
Amsterdam
becomes a
city, Feb.
2, 1653

But best of all New Amsterdam was made a city, and the West India Company promised to give it a government just like Amsterdam in Holland. This was joyful news for the eight hundred inhabitants; and on February 2, 1653, Governor Stuyvesant celebrated the beginning of the new city government by going to church in a procession with the other city officers. At their head marched

the klink, or bell ringer, who, at the end of the services, added the sound of the bells in the fort belfry to the joyful shouts of the people. Following the klink came Governor Stuyvesant, dressed in mili-



Governor Stuyvesant Going
to Church

tary coat, with brass buttons from his chin to his waist. His coat tails, turned up in the back, showed a pair of yellow breeches. His hair was stiffened with grease at the sides and stood out from his head, and he grasped in one hand his gold-headed cane while the other held his well-used sword.

Meanwhile affairs outside the colony were causing them great alarm. In 1652, war broke out between England and Holland. Stuyvesant was afraid that the English in New England would attack the colony, so he began preparations to defend New Amsterdam. The chief citizens loaned

He pre-
pares for
war

the city money for the purpose. The fort was repaired, and across the present line of Wall Street a palisade was built of logs twelve feet high. To strengthen this there was a low wall of earth behind the logs, and behind the earthwork a ditch. To hurry the work, every man was obliged to help on these defenses, which extended from the East River to the North River. A night watch was kept to guard against surprise. Fort Orange was also put in shape to repel the enemy. The New Englanders on their part feared attack by Stuyvesant. They had heard that the Dutch had tried to get the Indians to make war on them. Massachusetts would not join the other New England colonies against New Amsterdam, so the Dutch were safe for a while.

WHAT TO KNOW

The Indians around Manhattan asked Kieft to protect them from other Indian tribes. Instead, he attacked them. In revenge, the Indians made war on the settlers. In 1645, when peace was made, only one hundred people were left in New Amsterdam.

Kieft had to call another council, this time of eight men, to help advise him in the Indian wars. In this way the people at last had some say in the government.

In 1647, Governor Stuyvesant, the last Dutch governor, was sent to rule New Netherland. He was a good, honest, and brave governor, although a little of a tyrant. He made strict laws. He allowed the towns of New Netherland to send nine men to his council. They agreed to pay taxes for a schoolhouse and a church.

During Stuyvesant's rule, New Amsterdam was made a city (in 1653) and two burgomasters, five schepens, and a schout were elected by the people to help Stuyvesant govern.

QUESTIONS FOR STUDY

1. What did Kieft do to the Indians early in 1643? How did the Indians take revenge?
2. What did the council write to Holland about Kieft?
3. What town was founded in 1646 by Long Island people?
4. When did Peter Stuyvesant become governor of New Netherland? What kind of man was he?
5. What laws did he make?
6. How did he allow the people of New Netherland to have some say in their government?
7. How did Wall Street receive its name?
8. When did New Amsterdam become a city?

LESSON XXXIII

End of Swedish Rule in Delaware.—Another part of New Netherland now gave the director trouble. For some years, the Swedes had kept up a colony on the South River on friendly terms with the Dutch of that region. But now the Swedes attacked and took Fort Casimir, a fort built by the Dutch in 1650.



Surrender of Fort on South River

In September, 1654, Stuyvesant sailed with seven hundred soldiers, to attack the Swedes, who, seeing they were outnumbered, quickly surrendered. The fort came again into the hands of the Dutch, and Swedish power on the South River was lost.

Indian Trouble. — While the governor was absent, a man named Van Dyck found a squaw steal-

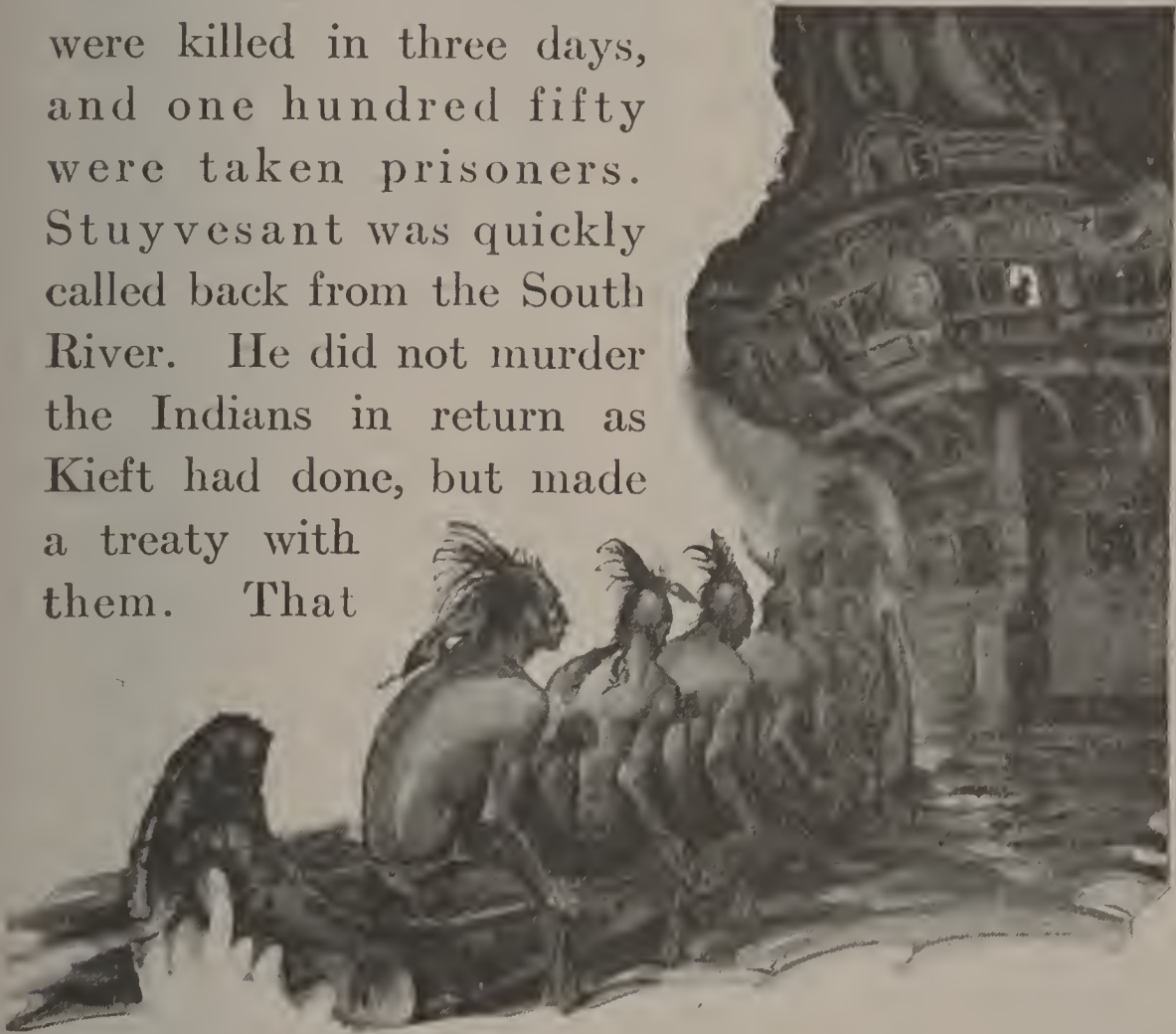


Governor Stuyvesant Walking in New Amsterdam

ing peaches from his orchard in New Amsterdam.

Indian war, Van Dyck shot and killed her. One morning in
¹⁶⁵⁵ September, 1655, nineteen hundred Indians came

in canoes, bent on revenge. Swarming into the town, they found Van Dyck and killed him, together with another colonist who tried to rescue him. Then they attacked the towns of Hoboken and Pavonia, and laid waste farms on Staten Island. A hundred settlers were killed in three days, and one hundred fifty were taken prisoners. Stuyvesant was quickly called back from the South River. He did not murder the Indians in return as Kieft had done, but made a treaty with them. That



Indians Attacking Trading Vessels

was very wise, for without doubt by his mildness many lives and much property were saved. The Indians returned the prisoners, and New Amsterdam again settled down to its quiet and busy life.

Stuyvesant
makes
peace

The Dutch
lose the
Long Island
towns

New Netherland in 1663 and 1664. — A great many English settlers had come to New Netherland by this time. Some of them lived on Long Island and were dissatisfied with the Dutch governor's rule. In 1663 they asked the English colony of Connecticut to take them under its care. This was not done, but for a while the English towns on Long Island separated themselves from New Netherland. The Dutch government sent sixty more soldiers to New Amsterdam and ordered Stuyvesant to hold the English in check. This he was not able to do, and soon had to tell the West India Company that Long Island was lost.

The Duke
of York
claims New
Netherland

You will remember that England claimed North America by right of the discoveries of the Cabots. Charles II, who became king in 1660, paid no attention to Dutch claims in America, and gave the land to his brother, the Duke of York. James, as the Duke of York was called, fitted out four ships, bearing four hundred fifty soldiers under Colonel Richard Nicolls, and sent them over in 1664 to seize the Dutch colony. The fleet came to Boston first, where several hundred New England men enlisted with Colonel Nicolls.

On August 29, the ships anchored in the lower harbor of New Amsterdam. The next day Sir George Cartwright, with three other officers, handed Stuyvesant a written demand for the surrender of New Netherland, with all its towns and forts. Every



Governor Stuyvesant Angered at British Demands

The people
promised
life, liberty,
and prop-
erty

person in the province, however, was promised “ life, liberty, and possession of his estate.”

At first the governor began brave preparations for the city's defense. But the burgomasters and other city officers urged him to surrender. They knew very well that the fort was not strong enough, nor was their force of four hundred armed men with twenty guns large enough to oppose the English fleet with sixty guns. A meeting of the citizens in the Stadt Huys vainly begged Stuyvesant to give in. In September, Colonel Nicolls moved his ships nearer to the town and made ready to take it by storm. Governor Stuyvesant stood in an angle of the fort. A gunner with lighted match stood beside him, awaiting the order to fire on the ships.

The sur-
render,
Sept. 6,
1664

Just then a paper was handed to the governor signed by ninety-three leading citizens, asking him to surrender and save life and property. Stuyvesant declared that he would rather be carried to his grave, but he bowed to the will of the people and raised the white flag. On September 6, 1664, articles of surrender were signed, and New Amsterdam became New York.

New York under the English. — Governor Stuyvesant marched out of the fort at the head of his soldiers with drums beating and flags flying, while the English marched in. Two weeks later the English raised their flag, the Union Jack, over Fort Orange, also, and called it Albany. The

whole province of New Netherland was now called New York, in honor of the Duke, its new owner.

Stuyvesant had to go to Holland to answer for his surrender of New Netherland, but the Dutch government believed that he had done his best to look after their interests.

Stuyvesant
returns to
Holland

After a time Stuyvesant returned to his farm in New York, where he died in 1672. He was buried



Burial Place of Governor Stuyvesant

in a small chapel built by himself, near his home. One hundred years later this chapel was removed, and in its place, St. Mark's church was built on land and with money given by his great grandson. In the wall of this church, at Second Avenue and 10th Street, can still be seen a tablet marking the grave of Peter Stuyvesant, fourth, last, and best of the Dutch governors of New Amsterdam.

Stuyvesant
buried in
New York

When the English came, the population of the province of New York was about eight thousand. Trade with the Indians was growing and farms were flourishing. Even in those days the City of New York gave proof of its future greatness.

Nicolls, the new governor, ruled wisely. He did not offend the Dutch by trying to make the colony English all at once. The Dutch settlers had to take an oath of allegiance to the English government, but they could still be Dutch in manners and customs. Although he chose Englishmen for his council, he sometimes called on Dutch colonists for advice about the government of the province.

New
York's
first mayor

It was in Governor Nicolls's time that Long Island was declared to belong to New York and not to Connecticut. Under the first English governor, also, there was a change in the government of the City of New York. The burgomaster and schepens gave place to a mayor and a board of aldermen.

WHAT TO KNOW

In 1654, Stuyvesant captured the Swedish fort on the South River and the Swedes came under Dutch rule.

Stuyvesant made a treaty of peace with the Indians which he tried to keep.

In 1663, the English towns on Long Island separated themselves from New Netherland.

In 1664, Nicolls took New Amsterdam for England. Every one was promised life, liberty, and his estate. The name New Amsterdam was changed to New York.

St. Mark's church was built over the spot where Stuyvesant was buried and a tablet was placed over his grave.

When the English came, New York was prosperous from fur trading and farming.

The first English governor was Nicolls, who ruled well. Under him the City of New York was governed by a mayor and a board of aldermen.

QUESTIONS FOR STUDY

1. What people living on the South River did Stuyvesant bring under Dutch rule? When?
2. How did Stuyvesant treat the Indians who attacked New Amsterdam? Why was this better than Kieft's way?
3. Show how much New Amsterdam had grown in population.
4. To whom did Charles II give the Dutch Colony? What claim to it did Charles have? When was the colony seized?
5. What name did the English give to the province?
6. Between what years did the Dutch rule New Netherland?
7. What change did the English make in the government of the City of New York?

LESSON XXXIV. REVIEW

Review, using the summaries and questions after the lessons from XXIV through XXXIII. Give attention to the most important facts only.

GENERAL QUESTIONS

1. Give a short account of the life of Captain John Smith.
2. How did representative government begin in Virginia?
3. What product of Virginia made settlers wealthy?
4. Name the Dutch governors and tell what you can about them.
5. How did New Amsterdam become New York?

LESSON XXXV

Rich men
tried to
settle New
England

MASSACHUSETTS. — We have learned that Sir Walter Raleigh wasted a fortune trying to make a settlement in Virginia. Sir Ferdinando Gorges and other Englishmen also spent their wealth trying to make settlements in Northern Virginia, or New England, as Captain John Smith called it. They made themselves poor, but paved the way for those who afterward made successful settlements in Massachusetts.

First
settlement,
1607

One of these men, Sir John Popham, sent out an expedition that, three months after Jamestown was founded, made a settlement on the coast of Maine, then part of Massachusetts. The settlers looked for gold mines, but found none. Winter came on and they suffered terribly. A number died. In the spring the rest went back to England.

King
James
upholds the
Church

Coming of the Pilgrims. — But matters were going on in England at this time that were to lead to the founding of an important colony. King James I. was on the throne. He thought it was his duty to uphold the Church of England and to make life uncomfortable for those who did not believe in that church. “No bishops, no king,” he said. By this he meant that people who did not want the religion of the Church of England would soon not want a king.

In the village of Scrooby, on the highroad from

London to Edinburgh, there lived a group of the people known as Separatists, because they had left the Church of England, and had formed separate congregations.

The Separatists of Scrooby



Scrooby, England

Driven from their homes by the persecution of James, these Scrooby Separatists fled to Holland. There they could worship as they pleased. They went first to Amsterdam and then to Leyden. But at heart they were English people and Holland seemed like a place of exile to them. Some of the young men entered the Dutch army, while some of the young women married Hollanders and set up homes in the new land. The thought that their children would make Holland their country, and perhaps lose the religion they had suffered for

They flee to Holland

Their reasons for leaving Holland

in England, did not please the Separatists, so they decided to come to America.

They tried to get a title to land in Virginia from the Virginia Company of London, and, after many disappointments, succeeded. The king would give them no charter, but agreed to let them go to America, if they would give him no further trouble.

They have
neither
charter nor
money

Then they faced the harder task of getting ships and money. None of the Separatists were rich, though a few of them, like John Robinson, their minister, and their elder, William Brewster, were men of education.

Sir Edwin Sandys, a member of the Virginia Company, came to their aid. He had helped them to get their land grant, and now he helped them with money. He loaned them about fifteen hundred dollars, and whatever more money was needed was borrowed at high rates of interest, from the Merchant Adventurers, a company of London merchants. Even then not all the Leyden congregation could go. Some stayed behind with Pastor Robinson. The rest, in September, 1620, went to England with Elder Brewster, in a ship called the Speedwell. There another company awaited them with the Mayflower, and together the two ships set sail for North America.

They bor-
row money

The Speedwell was leaky and had to return to port. The Mayflower, however, was more fortunate, and with one hundred two people aboard braved

The voyage

the stormy Atlantic for nine weeks. During the voyage one man died and a girl named Peregrine White was born. Among the company on the ship besides Elder Brewster, their religious teacher and leader, were several men without whom the colony



The Mayflower

might have been a failure. One of them was Captain Miles Standish, whom they made military leader. He was not a Separatist, but had joined their little band at the close of his service in the war between Holland and Spain. He was a small man with a hot temper, but without his military skill the colony would probably have been wiped out later by the Indians.

Miles
Standish

Besides Standish, there were John Carver, their first governor, and William Bradford, the second governor. Bradford wrote the history of the colony,

They are in which he calls the colonists *Pilgrims* or wanderers,
 called because they had traveled far to find a home where
 "Pilgrims" they could enjoy their own government and could



Captain Miles Standish

worship as they pleased. Edward Winslow, a young English gentleman, not a Separatist, came over with the Pilgrims and served them well in dealing with the Indians and with England. John Alden, another young man of the Mayflower company, has been made famous

by the poet Longfellow in his "Courtship of Miles Standish."

A govern- These men knew that a good government was a
 ment very necessary thing for a colony, if it was to be
 provided such "just and equal laws" as would be most
 for suitable for the colony. Each one promised "all
 due submission and obedience" to these laws. Every man on the ship, forty-one in all, signed this agreement.

The Landing of the Pilgrims. — The Pilgrims first saw land at Cape Cod. They had expected to strike further south, between the Hudson and the Delaware rivers, but the master of the ship had lost his way. The landing was to be made on terri-

tory belonging to the London, or South Virginia, Company. They found, however, that the coast they reached belonged to the Plymouth branch of the Virginia Company.



Signing the Compact in the Mayflower's Cabin

It was bitterly cold when a party went ashore on November 21 to explore the neighborhood. The first few weeks were spent in looking about for a place to plant the settlement. A group of

The first
landing,
Nov. 21,
1620

the men exploring the country came upon a ship's kettle filled with corn. This was a lucky find, for they had brought only a small supply of food on



Pilgrims Finding Kettle Filled with Corn

the Mayflower. Once Indians appeared and sent a shower of arrows among the party. Muskets were fired at the red men, who ran away in fright.

The Settlement at Plymouth. — At last a good spot for a settlement was found at New Plymouth, a place named after the town of Plymouth, England. Late in December, 1620, some of the company

landed to begin a settlement. The story goes that they used a huge rock as a stepping-stone to the shore. This rock, called Plymouth Rock, may be seen to-day at Plymouth, Massachusetts.

Settlement
begun
Dec., 1620

During the following winter the Mayflower served the Pilgrims as a home. Three months went by before log huts enough were built to house them all. Sad months they were indeed, for



Plymouth
Rock

Plymouth Rock

starvation, cold, and disease had killed about half their number. So great were their sufferings that at one time only six men were able to work. When their clothing became wet, it froze as stiff and hard as iron. To add to their troubles, the food they had brought along ran out. In this plight the Pilgrims had to eat the clams gathered by the few who could work. On the 21st of March, 1621, all those still on the Mayflower came ashore to live in the town of New Plymouth.

They all
come
ashore,
March 21,
1621

The Pilgrims had built a high wall of logs around their settlement, which lay on a hillside. A street

called Leyden Street had been laid out from the water's edge to the top of the hill. Along this street stood the settlers' cabins built of rough logs. They were plastered both inside and outside with mortar made of straw and mud. The roofs were thatched with long swamp grass, while the chimneys were built of mud mixed with sticks and stones. Oiled paper or dressed skins took the place of glass in the holes meant for windows. Each cabin had its garden where the colonists sowed peas and barley. At the top of the hill were a strong fort and a platform which held six small cannons brought from the Mayflower. This fort was built for protection in case of danger. It was used also as a storehouse and a meeting house.

With the warm days of spring came wild flowers, buds on forest trees, and green grass to cheer the colonists. The Pilgrims could now get a plentiful supply of game for food. Fortunately they were not troubled by the Indians. Indeed, one day in the spring of 1621, an Indian named Samoset came to Plymouth and surprised the colonists by saluting them in English with the words "Welcome, Englishmen!" Soon another Indian appeared, who also spoke a few words of English. This Indian, whose name was Squanto, had been taken to England by a sea captain and had only lately returned. Squanto proved a valuable friend. He showed the colonists how to catch fish without using fishhooks; how the Indians

Indians
come to the
settlement

prepared food; and how to plant corn. Corn was a new grain to the Pilgrims. But the Indians had grown it for hundreds of years.

WHAT TO KNOW

In 1607, the first attempt to settle New England was made, on the coast of Maine. In 1620 the colonists came to New England so as to have religious freedom. They were called Separatists, because they had separated from the Church of England and formed a church of their own. They were persecuted in England. They fled to Holland and then to America. On account of their wanderings these Separatists were called Pilgrims. They set sail in the Mayflower.

Some of them landed at Cape Cod, November 21, 1620. Soon they found a better spot for a settlement. They called the new place Plymouth.

After three months' work the men had built houses enough for all the families. During this time the Pilgrims suffered terribly from cold, hunger, and disease; half of them died. By March 21, 1621, all the Pilgrims had come ashore. They landed on Plymouth Rock, which is yet to be seen at Plymouth.

The Pilgrims built a fort to protect them from the Indians. It was used for a storehouse and a meeting house also.

QUESTIONS FOR STUDY

1. What events happened in England that led to the real settlement of Massachusetts?
2. Who were the Separatists? Why did they go to Holland?
3. Why did they not wish to stay in Holland?
4. Why were the Separatists called Pilgrims?
5. What ship came to America in 1620? When did it set sail? Tell about the compact made on board.
6. Where did the Pilgrims find a place to settle? How did Plymouth Rock get its name?
7. How did Squanto help the colonists?
8. Describe a log house of the early settlers.

LESSON XXXVI

Government of the Plymouth Colony. — When the Pilgrims set up their government at Plymouth, they did not at once enact laws. Till 1629 their “Book of Laws” was very short. One of the best of their laws was that providing for accused persons a trial by “a jury of twelve honest men.”

A simple
but good
govern-
ment

Governor Bradford took office in the spring of 1621. Every year thereafter for twelve years he was reëlected, and for the greater part of thirty years he was governor. The colony was a little republic, the first in the New World. Its citizens voted for their officers and met together to make laws. Wisely and well did the Pilgrims govern themselves, even though the king had given them no charter to guide their lawmaking.

Govern-
ment by
the people

The Indians Offer Peace or War. — A plague had lately killed off the Indians in such numbers that the largest neighboring tribe, the Wampanoags, lived some distance away on the shore of Narragansett Bay. The chief of this tribe, Massasoit, wanted to be friendly with the Pilgrims, because Winslow, one of their number, had saved his life. The story goes that Winslow, hearing that Massasoit was sick, went to the chief’s wigwam, and fed him jam and water. Under this treatment, Massasoit soon became well. He never forgot his debt to Winslow, and more than once protected the colonists against

Massasoit,
the Wam-
panoag
chief

Indian attacks. He also visited the Pilgrims and brought them deer and other presents, while they gave him gifts in return, and made a treaty of peace with his tribe. This treaty was kept for fifty years, and then it was broken by his son, Metacomet, whom the English called King Philip.

Canonicus, chief of the Narragansett Indians, another tribe living on Narragansett Bay, was a powerful enemy of the Wampanoags. When he heard of the treaty of peace, he sent the Pilgrims a rattlesnake skin filled with arrows. This was a challenge to fight. Governor Bradford promptly sent back the skin stuffed with powder and bullets. Canonicus was afraid of it and would not keep it in his wigwam, nor would other Indians touch it. The chief thought better of his defiance and resolved not to test his arrows against the bullets.

Plymouth Colony Prospers.—When, in the fall of 1621, the crops had been gathered, and the colony seemed to be faring well in trade and in health, Governor Bradford decided



Massasoit's treaty with the Pilgrims

Canonicus, chief of the Narragansetts

Wants war but takes peace

Rattlesnake Skin Filled with Arrows

The first
Thanks-
giving at
Plymouth

that the colonists ought "in a special manner rejoice together" for these things and give thanks to God for them. Bradford sent out men to hunt wild turkey and other game. Massasoit was in-



First Thanksgiving in New England

vited and came with about ninety Indians, bringing deer for the feast. For three days the Pilgrims celebrated the occasion. First they held a thanksgiving service in their storehouse church. Then they had athletic contests and games, much as we

do on special days. And last, but not least, they ate the good things they had prepared. Indians and whites enjoyed themselves to the full at this first New England Thanksgiving.

But the sufferings of the Pilgrims were not over. Cold winters and dry summers spoiled their crops. Once there was so little corn on hand that only one pint remained to be divided among all the colonists. Each person received five kernels.

The Pilgrims suffer again



Indians Visiting Plymouth Settlers

The Pilgrims found, just as the Virginia colonists did, that a common storehouse did not work well. In 1624 they arranged that each colonist should own for himself an acre of the common land.

Common storehouse done away with

The Pilgrims did not live far apart on plantations, as the people of Virginia did, but built their homes close together in towns. As new towns sprang up, the number of colonists made it difficult to have all meet in one place for lawmaking. So in 1638 the Pilgrims established the General Court, a lawmaking body composed of two delegates from each township. They elected the governor and other officers. The

General Court established, 1638

Plymouth colony lived under this government and a simple system of laws until it became a part of Massachusetts Bay in 1691.

Massachusetts Bay Settled by the Puritans. — Three years after the Plymouth colony was begun, a fishing company of Dorchester, England, planted



Puritans Landing at Salem

The first settlement of the colonists went back to England. But one of them, Roger Conant, with three other settlers, moved to a place called Naumkeag (now Salem).

Who the Puritans were Events were happening in England that were soon to give Conant's settlement a large increase of colonists. There was a body of people in England who were called Puritans, because they wanted to purify the Church of England service and to have a simpler method of worship. James I, who treated these Puritans harshly, died in 1625. They

expected that his son, Charles I, would deal more fairly with them, and let them worship as they pleased. But he treated them worse than his father had. Some of the leading Puritans who held high office Charles removed; others, he shut up in prison.

James I
and
Charles I
persecute
the Puri-
tans

The Puritans then looked to America as a place of refuge, as the Pilgrims had done before them. In 1628, a number of Puritans, under John Endicott of Dorchester, settled at Naumkeag, where Conant's colony was. The newcomers quarreled with the old settlers, but Conant soon smoothed things over. Then the colony was called Salem, meaning peace.

They settle
Salem,
1628, under
Endicott

The next year many Puritan leaders in England were imprisoned. A number of Puritans now formed a company, and received a charter from the king. They fitted out ships, and almost the whole company of seven hundred people under John Winthrop moved to Massachusetts, in June, 1630, taking along their charter.



Governor Winthrop

Winthrop's colonists were not poor people like the Pilgrims. Many of them were well off, and they brought along horses, cattle, seeds, food, farm tools, guns, and fish nets. Their leader, Winthrop, was a man of good family,

The Puri-
tans not
poor

educated and mild tempered. When they reached Salem, flowers were blooming and strawberries were ripe.

But Endicott's people had spent a hard winter, and many of them were sick, so most of Winthrop's colonists left Salem and founded other towns in Massachusetts. On the peninsula of Shawmut, as the Indians called it, where Winthrop settled, were three hills. The colonists there at first called the place Tri-mountain or Tremont, and later Boston, after Boston in England. It stood on the land now occupied by the business part of the city of Boston.

They settle
Boston,
1630, under
Winthrop

WHAT TO KNOW

Bradford was governor of Plymouth for nearly thirty years.

Captain Miles Standish was military leader and made a treaty of peace with the neighboring Indians.

By the fall of 1621 the Pilgrims fared well. They gave thanks to God for his goodness to them, and held a three days' feast.

Until 1624, Plymouth, like Virginia, had a common storehouse. Then each colonist was given one acre of land for himself.

The Pilgrims built their houses close together, forming villages. In 1638 they established a General Court. Two delegates from each town were sent to it to make laws and to elect officers.

In 1623 Massachusetts Bay colony was first settled at Cape Ann.

In 1691 Plymouth colony was joined to Massachusetts Bay.

Puritans were people who were persecuted in England because they wanted to purify the Church of England service. Some fled to America in 1628, under John Endicott, and settled at Naumkeag. Later, the colony was called Salem. In 1630, many well-to-do Puritans, under Winthrop, came to Salem. They soon left there and founded several new towns. The principal one was Boston.

QUESTIONS FOR STUDY

1. Name a good law which the Pilgrims had. Who was governor after Carver?
2. Tell about the treaty with Massasoit.
3. How did the Pilgrims spend their first Thanksgiving?
4. Who were the Puritans? Why did James treat them harshly?
5. When did the first company of Puritans come to America? Who was their leader?
6. When did the Puritans, under Winthrop, come to America? Where did they land?
7. How did these Puritans differ from the early Pilgrims?
8. Give an account of the settlement of Boston.

LESSON XXXVII

Puritans in America, 1630-1640. — About twenty thousand people came to Massachusetts between 1630 and 1640. Some Englishmen believed that if the emigration continued no Puritans would be left in England.

Many
Puritans
come to
America,
1630-1640

Then the king put a stop to it. Eight ships were in the Thames River waiting to sail for Massachusetts. It is said that on one of them was a Puritan leader named Oliver Cromwell. By the king's order, all the passengers including Cromwell had to come ashore again. In giving that order the king made a great mistake, for later Cromwell became one of Charles's bitterest enemies and helped to have him beheaded.

King
Charles
stops them

The Puritans and Religion. — The thing of most importance to the Puritans of Massachusetts Bay

Colony was religion. There, only church members might vote, whereas at Plymouth all men were allowed to vote. Clergymen were so highly respected



Puritans Going to Church

in the colony that they had almost more power than government officers.

Some very good people found that religious differences made Massachusetts an uncomfortable place. Among them were Roger Williams, who founded Providence, and Mrs. Anne Hutchinson, who settled at Newport. Both colonies were in

Rhode Island. The Quakers also suffered severely in Massachusetts; for they would not take off their hats before judges, nor bear arms to defend the colony; neither would they take an oath in court nor pay taxes for the support of the church. Therefore they were imprisoned, flogged, burned with hot irons, or even hanged.

Quakers
and others
persecuted

Government of Massachusetts Bay Colony. — The first General Court, or lawmaking body of the Massachusetts Bay Company, met at Boston in 1630. The towns of the Massachusetts colony elected their officers in town meetings. Church members only might hold places on the boards of “selectmen,” usually seven in number, who managed town affairs.

Education. — One strong point with the Puritans was education. They seemed to think it almost as important as food. For in 1636, when they had just begun to be sure of their food supply, they founded a college at Newtown, now Cambridge, Massachusetts. It was the first institution of its kind in the colonies. Later on it was named Harvard College after John Harvard, a clergyman who died in 1638. He left his library and eight hundred pounds in money to the college. Every township having fifty householders was ordered to establish a common school for boys. When there came to be a hundred families in the town, it must set up a grammar, or high school.

Harvard
College

Grammar
schools



Harvard College, 1726

Successful Business. — It was only natural that people who sought education so much should also be successful in business as well as in matters of government. The Massachusetts colonists built up a brisk trade with other colonies and with Spain, Portugal, and the West Indies. Vessels went out with dried fish and lumber and came back laden with sugar and molasses. Such tall and straight trees grew in New England, that masts made from them were shipped from there to all parts of the world.

England had from time to time made laws for-

Trade with
European
countries
and the
West
Indies

bidding her subjects to ship goods in any but English vessels. The New England colonists paid no attention to these laws, so in 1635 King Charles declared the charter of Massachusetts void. The colony took no notice of the decree, and acted as if nothing had happened. The king was in so much

The Navigation Laws disobeyed



School in New England

trouble with his parliament at home that he could pay little heed to his troublesome colonists in America. Finally he was beheaded in 1649, and under Cromwell's Puritan government, Massachusetts was allowed to live in peace.

Death of Charles I

When Charles II came to the throne in 1660, he sent men to investigate the colony. They reported that it was altogether too independent and that it was very wealthy, although it was sending little

money to the king's treasury. At last, in 1684, the king took away the Massachusetts charter.

The colo-
nists con-
trol their
royal gov-
ernors

In 1691, William III was king; he gave the colony a new charter. The people of Massachusetts thought they would receive all the rights they had lost, but they were greatly disappointed, for they regained only a few of their many former privileges. But although the king now appointed the governors, these rulers received their salaries from the General Court. This enabled the colonists largely to control their governors and make them rule justly. Massachusetts continued to be one of the leading English colonies in wealth, education, and free government — things that make it to-day one of the most important states of our Union.

WHAT TO KNOW

Between 1630 and 1640, twenty thousand Puritans came to Massachusetts.

Religion was the most important matter to the Puritans. Only church members could vote. They persecuted all in the colony who differed from them on religion.

In 1630, the General Court of Massachusetts Bay met at Boston. Church members only could hold office. In each town seven selectmen managed town affairs.

The Puritans paid much attention to education. Harvard College was founded in 1636. Towns of fifty families must have common schools, and towns of a hundred families, grammar schools.

Massachusetts traded fish and lumber for sugar and molasses, and shipped masts to all parts of the world.

Under Cromwell's Puritan rule, Massachusetts lived in peace.

In 1684, Massachusetts lost her charter. In 1691, she received a new charter; she did not regain all her privileges, but although the king appointed the governors, they were paid by the General Court.

QUESTIONS FOR STUDY

1. During what years did many Puritans go to Massachusetts?
2. What was the most important matter to the Puritans?
Whom did they allow to vote in the colony?
3. What was the General Court of Massachusetts?
4. Show that the Puritans valued education.
5. How was Harvard College founded?
6. With what countries and islands did Massachusetts trade?
What things were exchanged?
7. Why did Charles I declare the charter of the colony void?
Why did the colony pay no attention to this act?
8. What did Massachusetts gain from William III's charter?

LESSON XXXVIII

RHODE ISLAND: A Colony with Religious Freedom.—The story of Rhode Island begins with a settlement founded by Roger Williams, a fugitive clergyman from the colony of Massachusetts Bay. The son of a London tailor, he received his start in life at his father's trade. Then he came into the employ of a rich lawyer, who sent him to Cambridge University. From the university Williams went into the service of the church. As a clergyman his ideas did not please the high officers of the English Church. England had no place for such a clergyman; so Williams came to Massachusetts Bay. He was well received in Boston, but before long he was

Roger
Williams

in trouble with the men who governed Massachusetts Bay colony. He argued that their charter was void. He said that the king did not own the soil, but that the Indians owned it and that they were the only ones who could give it away. He said, too, that the government should not tell people what religion to have nor how to worship.

For these views, he was obliged to leave Boston and go to Salem. But as he kept on spreading these same ideas, he soon had to leave Salem. He went to live at Plymouth. After two years, however, he returned to Salem. Then word came that he was to be imprisoned and sent back to England. For the Massachusetts people feared the anger of the king if Williams should win others to his way of thinking. When he heard of this danger, he rose from a sick bed, in the dead of winter (January, 1636), and fled through the woods, south, toward the Narragansett country.

For fourteen weeks he wandered, living on the kindness of the Indians. Williams had been a friend of the red men in Massachusetts and now they took care of him. All the rest of the winter he stayed with the chief, Massasoit, who gave him land for a settlement. A few friends joined him and they started to found a settlement, but soon Governor Winthrop warned them that they were within the limits of Plymouth colony, so they moved to another place. On the way they met some Narragansett Indians who greeted them in a friendly manner.

Williams
driven out
of Massa-
chusetts

Welcomed
by Indians

Williams chose a spot for his colony and called it Providence, because of God's goodness to him in his distress. Here he set up a cabin and began a settlement for all persons who might be driven out

Settles
Providence



Roger Williams and Massasoit

of other colonies on account of differences of religious belief. Soon other colonists came to settle.

Two years later, another band of people, led by Mrs. Anne Hutchinson, followed the lead of Roger Williams. They had been driven out of Massa-

Mrs.
Hutchin-
son settles
Portsmouth

chusetts Bay, because they could not agree on religion with the people of that colony. They settled eighteen miles south of Providence, on the island of Aquidneck, the Indian name for Rhode Island. This settlement was afterwards called Portsmouth. At the end of 1638, Providence and Portsmouth each had about sixty settlers.

Coddington
settles
Newport

Rhode Island Colony Founded. — In 1639, the people of Portsmouth quarreled with one another over religion. Some of the settlers, under a man named Coddington, left the colony, and made another settlement called Newport. The next year Newport and Portsmouth made peace, and under the name of Rhode Island were joined together in one colony, with Coddington as governor.

Providence
and Rhode
Island
joined

Providence and Rhode Island were at first separate colonies, but they were united through the efforts of Roger Williams. For many years people who were outcasts for their religious beliefs fled from other colonies to Rhode Island for a home and safety. The colonists often had wordy battles among themselves, but in spite of these quarrels, the little colony was successful and grew in numbers.

Growth of
the colony

Roger
Williams's
charter

Another
charter

In 1643 Roger Williams went to London and returned with a charter for the colony, giving the people self-government. Twenty years later, Rhode Island received another charter from Charles II, giving it even greater freedom. The people were permitted to elect a governor, a deputy governor,

and ten assistants for the governor's council, besides other officers. All religious beliefs were allowed.

For nearly one hundred eighty years (until 1842) Rhode Island was governed under this charter, first as a colony, and afterwards as a state.

The charter lasts till 1842

WHAT TO KNOW

Roger Williams went to live in Boston in 1631. He said that the Indians and not the king owned the land and that the government should not tell people how to worship. So Williams was forced to leave Massachusetts. The Indians gave him land for a settlement in Rhode Island in 1636. He called his colony Providence. All persons could worship there in any way they pleased.

In 1638 Mrs. Anne Hutchinson and others were driven out of Massachusetts because of their religion. They settled at Aquidneck Island and called the settlement Portsmouth.

South of Portsmouth, Newport was settled in 1639. In 1640 these two settlements were joined under the name of Rhode Island.

Providence and Rhode Island were separate colonies at first. Later through the efforts of Roger Williams they were made one.

Rhode Island received a charter granting it self-government in 1643, and another in 1663. It was governed under its second charter until 1842.

QUESTIONS FOR STUDY

1. Why did Roger Williams leave England? Where did he go?
2. What did he say that displeased Massachusetts?
3. Why did he have to flee from Salem?
4. Tell of his journey till he settled Providence.
5. Give the story of Williams's visit to Miantonomo.
6. What two other leaders settled Rhode Island?
7. What freedom did Rhode Island give settlers?
8. How long did Rhode Island live under its second charter? Show what a splendid charter it was.

LESSON XXXIX

MARYLAND: Calvert's Colony for Catholics. — Plymouth was a refuge for the persecuted Pilgrims, and Massachusetts Bay for the Puritans; but Maryland was founded in 1634 to give Roman Catholics a place where they too might live and worship in peace, something which they could not do in England or in any English colony planted in America up to that time.

Why Mary-
land was
settled



Sir George Calvert

Sir George Calvert, the father, was a favorite of James I, who made him Secretary of State. He was able, gentle, and modest and the kind of man to win the respect of his fellows. In the year King James died, Calvert became a Roman Catholic and left the royal service. As a parting gift, James gave him the title of Baron Baltimore.

Early
settle-
ments in
Maryland

Maryland is Virginia's next-door neighbor. Indeed they have the same door. For Chesapeake Bay leads into both the James River, on which lay Jamestown, and into the Potomac River, where the first settlements of Maryland were made. As early as 1631, Jamestown traders sailed to the upper Chesapeake, and built a small settlement on Kent Island. The settlement of Maryland by the Calverts, father and son, happened three years later.

In the year 1629, the same in which the Massachusetts Bay colonists received their charter, Charles I gave Calvert a large tract of land lying on both sides of Chesapeake Bay. In honor of his queen, Henrietta Maria, the king called this grant Maryland. Besides covering the present state of Maryland Lord Baltimore's new estate took in a big slice of Pennsylvania, the present state of Delaware, and much of what is now West Virginia.

Calvert receives Maryland from Charles I

For the government of his colony, Calvert received a charter from Charles I. It contained the largest rights and privileges ever given to a colony by a ruler of England. It offered the freedom of his colony not only to Roman Catholics, but also to all other Christians. The Virginia colonists were very much opposed to Baltimore and his scheme. They sent a complaint to England and delayed the founding of the colony for some months. In the meantime, Sir George Calvert died, and his son, Cecilius Calvert, became the second Lord Baltimore. He was as capable a man as his father, and with the help of his three brothers, Leonard, George, and Philip, he immediately prepared to carry out Sir George's plans.

Religious freedom in Maryland

The second Lord Baltimore

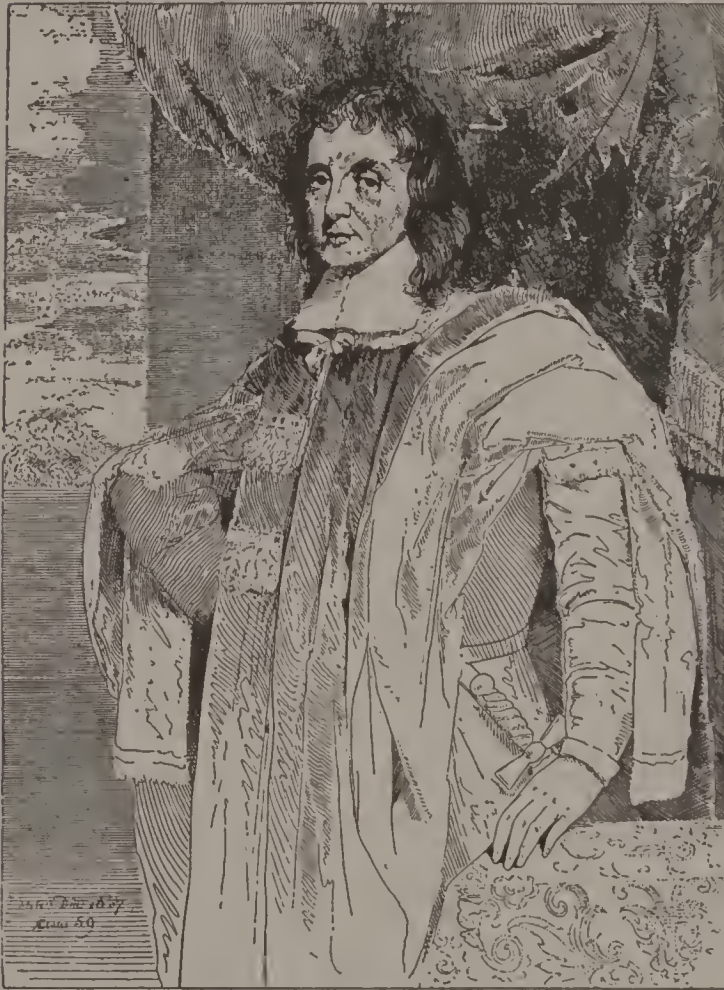
Cecilius, Lord Baltimore, had to stay in England, so Leonard was chosen to lead the colonists. On their way, the Maryland colonists stopped at Jamestown. They had a letter from the king to Governor Harvey of Virginia, asking for them a kind reception.

First settlement at St. Mary's

Harvey entertained them for a week. After that they set out with cattle, hogs, and poultry, with apple, pear, peach, and cherry branches for grafting, and a small boat. Sailing up Chesapeake Bay and

into the Potomac River, they planted the settlement of St. Mary's, on the high bank of a small stream, flowing into the Potomac near its mouth. This was in March, 1634.

These colonists did not have anything like the struggle for life that the people of Jamestown and those of Plymouth had gone through. The Virginians



The Second Lord Baltimore

had told them that the Indians of the Maryland country were so fierce that white men could not fight them. But when Calvert and his men reached

the site of their settlement, they found there a friendly tribe called the Yaocomicos (Yakō-mī'-cos). These Indians feared the powerful Susquehannock tribe living to the north of them, and wanted to move away. So Calvert bought the Yaocomico village, wigwams and all. There was much cleared land around the village too, so that all the farm labor the newcomers had to do was to plow and plant. This they did, and by the first fall they had such a harvest of

The
Indians
friendly



Bargaining for an Indian Village

corn that they were able to send a shipload to New England in exchange for salt codfish.

The Virginians across the Potomac River hated the new colony very much. Indeed they counted it treason for any one to speak a good word for it. Once Maryland had been a part of the Virginia Company's grant. But now, the Virginians could not claim this land, as their charter was void.

Trouble
with the
Virginians

Nevertheless, William Clayborne, Secretary of

Clayborne
tries to
destroy the
Maryland
colony

Virginia, had settlements on Kent and Palmer's Islands in Chesapeake Bay, clearly within Maryland territory. Clayborne not only claimed ownership of the islands, but also declared that they were under the rule of Virginia. So a quarrel began. Clayborne armed his settlers, and for the next twenty years, helped by other leading Virginians, he vainly tried to destroy the Maryland colony.



Fort on Kent Island

WHAT TO KNOW

Maryland was settled by English Roman Catholics.

In 1629 Charles I gave Maryland to Sir George Calvert, the first Lord Baltimore. The charter he received gave larger colony rights than any other charter ever given to an English colony.

Lord Baltimore allowed Roman Catholics and all other Christians to come to his colony and worship as they pleased.

In 1634 the Maryland colonists, under Leonard Calvert, made a settlement called St. Mary's near the mouth of the Potomac River. Calvert bought the Indian village there. The settlers cultivated the soil and did not suffer hardships from cold or starvation. The Virginians hated the Marylanders and Virginia claimed as hers the Maryland colony's land. Clayborne, a Virginian, claimed two islands in the Potomac belonging to Maryland. He would not give them up, but tried for twenty years to destroy Baltimore's colony.

QUESTIONS FOR STUDY

1. What religious sect found a refuge in Maryland?
2. What leaders founded the first settlement in Maryland?
3. From whom did Lord Baltimore receive his charter? When? What powers did this charter give him?
4. Tell the story of the settlement of St. Mary's.
5. Why did it prove easier to settle Maryland than Virginia?
6. How did the Indians treat the settlers of Maryland?
7. What Virginian gave Lord Baltimore trouble? Why?

LESSON XL

Growth of Maryland. — New colonists came to Maryland in large numbers. Many of them were rich and educated people. They often brought from five to twenty-five servants with them. These servants received free passage across the ocean, in return for three or five years' service in the colony. When their time was up, they became freemen or citizens themselves and each received a farm of fifty acres or more. Along with the land the free servant received two suits of clothes, a gun, farming tools, and several hogs. He was then ready to begin work for himself and thus start on the road to prosperity.

How servants became colonists in Maryland

Many men settled in Maryland on large estates near the mouth of the Potomac. Life was much like it was on the plantations of Virginia. Tobacco was the chief product. Indeed for twenty-five years it was the only money used by the Marylanders. Ships came to the plantation wharves, just as in Virginia, and loaded tobacco for trade with England and other foreign countries. Vegetables and fruit were grown for the planters' tables, which were also well supplied with game from the forest and fish from the streams.

Richer colonists become lords of manors
Life on the manors

After the colony was well started, one thousand acres of land were offered to any colonist who would bring over from England twenty able-bodied men, each armed with a musket, a sword belt, a bandoleer and flask, ten pounds of powder, and forty pounds of bullets and shot. Such colonists became lords of their manors, the upper class of the colony's inhabitants. The manor, it is said, was "a little world in itself." Besides the plantation it contained "the great house," where the planter lived, with its generous dining-hall, its paneled wainscots, and its family portraits; there was the chapel too, with the graves of the lord's family beneath its pavement, and the graves of the common folk outside. Smoke houses, barns, cabins, and other buildings made the manor complete.

Lord Baltimore was a wise ruler. He did not get into angry disputes with his colonists. At first

they were not satisfied to have him make laws for them, so for two years he let them live without any regular laws, other than the common law of England. Then he permitted his colonists to make their own laws, keeping his right to refuse approval of them.

Baltimore's
govern-
ment of
Maryland

Five years after the colony was founded the colonists were so many and lived so far apart that they found it impossible to meet in one body at St. Mary's to take part in the government. So they elected representatives, called burgesses, as in Virginia. The burgesses met the governor and his council at St. Mary's every three years to make laws for the colony. In 1639, and again in 1649, they passed laws giving freedom of worship to all Christians. This was just one step behind Rhode Island, where people of any faith, including Jews, were granted religious freedom.

Popular
govern-
ment in
Maryland

In 1644, while Leonard Calvert was in England, a Puritan sea captain named Richard Ingle sailed into the Potomac. He boldly spoke against the king, and Calvert's men arrested him but soon let him go. Then, with the help of Clayborne, Maryland's old enemy, Ingle captured St. Mary's, and plundered it. He sent Father White and other missionaries to England in chains, and forced Governor Calvert, who had returned from England, to flee to Virginia. For two years, Ingle then robbed the planters of their furniture and farm tools, and, with Clayborne's aid, even set up a kind of government.

Richard
Ingle's Re-
bellion

But in 1646, Leonard Calvert surprised Ingle at St. Mary's and again took full possession of the colony.

The death of Leonard Calvert in the same year was the beginning of a long list of troubles that beset Lord Baltimore. In 1649, Charles I, Baltimore's friend, was beheaded, and the Puritans came into power in England. That year about a thousand Puritans driven from Virginia settled in Maryland, at a place they called Providence, but which is now the city of Annapolis. They intended to govern their plantations without paying any attention to Lord Baltimore's government. They asked Parliament to have Maryland joined to Virginia and accused the Marylanders of persecuting the Protestants.

Virginia
Puritans
give Balti-
more
trouble

Parliament dealt wisely with Maryland. It did not join the colony to Virginia nor take sides with Clayborne and the Puritans who in 1652 seized St. Mary's, set up a new government of their own, and passed severe laws against the Catholics.

Baltimore
again con-
trols the
colony

Then Baltimore ordered his governor to attack Providence, where the Puritans were settled. This he did in the spring of 1655, with one hundred and thirty men. He was defeated, however, with great slaughter. Finally Baltimore sent over his brother, Philip Calvert, to become governor of the colony. He overcame the traitors, and obtained control of the government again for Lord Baltimore who treated the rebels fairly and generously.

Soon Lord Baltimore made his only son Charles

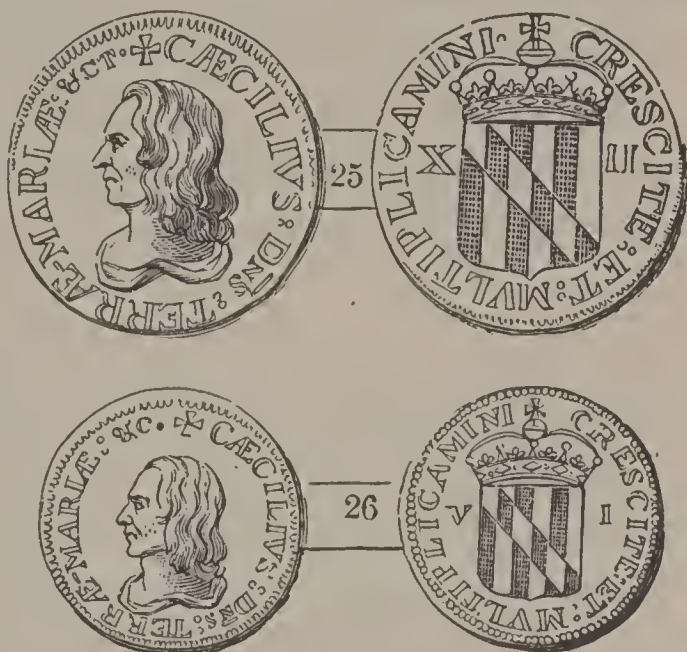
Calvert governor. He ruled well for fourteen years, and during his time, manors and plantations multiplied. People came to the colony from France, Germany, Holland, Sweden, and other European countries. So much tobacco was raised that its value went down. This caused much distress in the colony, for as

it was used like money, the colonists found their tobacco less and less able to purchase what they needed.

Baltimore, seeing the need for coins, allowed the colonists to make shillings, sixpences, and groats, to take

the place of the tobacco. This might have ended the trouble but just now the colonists had their tobacco trade ruined by a London plague (1665). The ports of Europe were closed to English ships and under the English navigation laws, the colonists could ship their tobacco in no other vessels.

Maryland from 1675. — For forty-three years, Cecilius Calvert guided his colony with care and skill. He died in 1675. Charles Calvert, his son, then governor, became the third Lord Baltimore.



Lord Baltimore Coins

Navigation laws hurt tobacco trade

Five gener-
ations of
Calverts

Five generations of Calverts owned Maryland, as lords proprietors, for almost one hundred and fifty years, till Maryland became a state. The honor of the Calvert family, however, would rest alone on the fame of the first Lord Baltimore. For his Maryland colony as a refuge for Catholics and Protestants alike was hardly equaled except in a few places, as Rhode Island and Holland.

Growth of
Maryland

From the small settlement of 1634, containing about three hundred people, Maryland had grown in 1676 to twenty thousand inhabitants.

WHAT TO KNOW

Wealthy colonists settled Maryland with their servants. After three years' service, the servants were freed and given farms.

These colonists lived on large plantations called manors. Tobacco growing was the chief industry. Tobacco was used as money.

The people elected burgesses, who met at St. Mary's to make laws. Many Puritans settled in Maryland and caused trouble.

Clayborne claimed Maryland and seized the government twice, but Philip Calvert, brother of Lord Baltimore, finally regained it.

People came to Maryland from many European countries.

Five generations of Calverts owned Maryland for one hundred fifty years. Then it became a state.

QUESTIONS FOR STUDY

1. Tell about the manors and plantations in Maryland.
2. How did Lord Baltimore govern the colony?
3. How was Maryland governed when the population increased? What other English colony was governed this way?
4. What trouble did Ingle and Clayborne give Maryland?
5. How was Annapolis settled?
6. From what countries did settlers come to Maryland?
7. Why did the colony grow? Give its largest population.

LESSON XLI

PENNSYLVANIA: William Penn's Quaker Colony. — Among the great admirals of the English navy in colonial times was Admiral Sir William Penn. He was married to Margaret Jasper, a Dutch lady from Amsterdam, Holland. They lived in London, and there William their son was born in October, 1644. When the boy grew up he was sent to Oxford University, for his father had great hopes that his son would be a polished and educated man and hold high office under the king.

William
Penn born
1644

One day while he was at college, a wandering Quaker preacher, named Thomas Loe, came that way. Young Penn listened to him as many other students did. He not only listened, but believed in what Loe said. There were many Quakers in England at that time. They were so called because they said men ought to quake or tremble at the thought of how wicked they were. These Quakers also called themselves Friends, for they wanted to be everybody's friends. When they spoke to any one, they said "thee" and "thou" instead of "you." They thought it was unnecessary to have clergymen in churches to preach to people, because every person has a voice within him called conscience that tells him what is good and what is evil. They thought too that every one should keep peace, and they would not take up a gun to

Penn be-
comes a
Quaker

Quaker
beliefs

fight even if it was necessary. Before kings, judges, and other officers, Quakers would not remove their hats. It was wrong, they said, because all men, high and low, are equals. Quakers were usually poor and despised, while the things they said and did so angered the English government that thousands of them were thrown into jail.

After young Penn became a Quaker, he refused to go to the college church or to wear the college gown. He also helped to tear the gowns from several other students, for the Quakers believed that every one should dress very plainly. For these misdeeds Penn was put out of Oxford.

A little later he was arrested for going to a Quaker meeting. To please Penn's father, King Charles ordered the young man set free. But the youth would not give up his Quaker ideas. He was at this time a fine looking young man of twenty-two, with large eyes and his head framed in long, black curly hair.

Penn soon saw that the only thing for the Quakers to do was to go some place where they could be free from persecution. With the fortune left him on his father's death in 1670, Penn set about to make this possible. King Charles had borrowed eighty thousand dollars from Penn's father. He now owed this debt to young Penn, who had little hope of ever seeing the money. A bright idea struck Penn. He would offer to take land in America in payment of the debt. This suited Charles. It cost him nothing

Penn takes
Pennsyl-
vania for a
debt

to make presents of land which really belonged to the Indians, so in 1681 he gave Penn a large grant of more than forty thousand square miles, stretching westward from the Delaware River. This tract was almost as large as England itself and it was the largest gift of land in America that was ever made to one man. King Charles called it Pennsylvania, meaning “Penn’s Woods.”

“Penn’s
Woods”

Penn advertised his land for sale to colonists at ten dollars for one hundred acres. To get people to come to Pennsylvania, he offered them liberal laws, — trial by jury, government by the people, and equal justice for all, whether white men or Indians. Religious freedom was promised to all citizens who believed in God. English Quakers heard of Penn’s colony with joy. Three ships brought a large number of them to Pennsylvania in October, 1681, with Penn’s cousin as their leader. They landed at the Dutch village of Upland on the Delaware River. The good people of the settlement did not have room to lodge all the Quakers, so those who were strong enough lived in huts, in hollow tree trunks, and in caves dug in the river bank. The newcomers soon chose for their capital city a spot between the Schuylkill River and the Delaware. Penn gave the new town the name of Philadelphia, meaning “Brotherly Love.”

Penn’s
offer to
colonists

Quakers
come to
America,
1681

Philadelphia and Germantown Settled. — In October, 1682, Penn himself came to Pennsylvania,

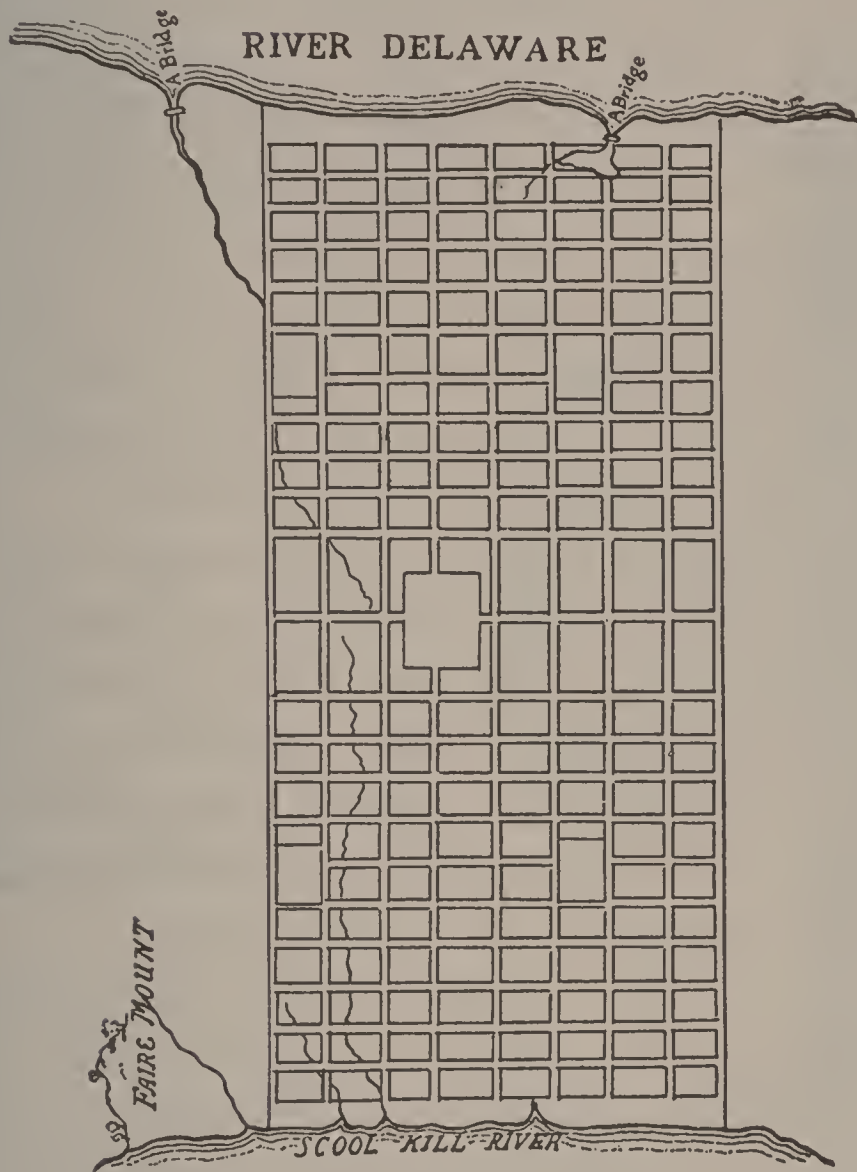
Penn comes to Pennsylvania, 1682 with about seventy colonists. After pleasant greetings from the colonists of New Castle, where he landed, Penn went to see how the building of Philadelphia was getting along.

Penn builds Philadelphia He thought the town had a better location than any place he had seen in Europe. He hurried on the building of Philadelphia, laying out streets one hundred feet wide, running across each other so as to form squares. These were the blocks of city lots on which the houses were to be built later. Many trees were planted in the streets, and before Penn returned to England in 1684, three hundred houses had been built. Thus the City of Philadelphia was begun, the infant model of many an American town built since.

German-town settled Many Germans soon came to Pennsylvania, settling Germantown, now a part of Philadelphia. Here wine making, silk weaving, and linen spinning were soon started. The Germans were well-educated people, and early had a number of schools and teachers. These were the people who first called George Washington the "Father of His Country." French and Dutch Protestants also came in large numbers.

Penn's good laws Penn had not been long in the colony before he made good his promises of liberal laws. He called together an assembly, which made laws declaring that the Indians should be treated fairly, that boys should be taught useful trades, that criminals in prison should have work to do, and that every one

who believed in God should have religious freedom. With such good laws there is little wonder that



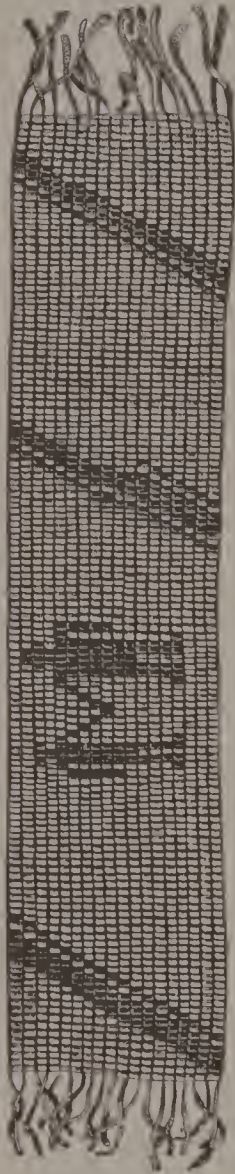
Plan of Philadelphia

Pennsylvania was a successful colony from the start, with contented citizens and freedom from Indian wars.

Penn was kind and fair with the Indians, and they thought so much of him that when they wished to praise any one, they said, "He is like Penn." Under

Penn's
treaty with
the Indians

a spreading elm tree, the great Quaker made a treaty of peace with them. They gave him a belt of wampum, or shell beads. Most of the bead strings were white. Aslant across these were three wide rows of black beads. A number of black beads in the middle were set in the form of two men; one with a hat on,—the white man, and the other without a hat,—the Indian. The men stood with hands clasped.



Wampum
Belt

Speaking to the council of chiefs, Penn said, “Brothers, we are one flesh and blood.” And the red men replied, “We will live in love with Penn and his children, as long as the sun and moon shine.” The treaty was kept by both sides, as long as the Quakers governed Pennsylvania — sixty years.

Once, when buying land from the Indians, Penn arranged to take a tract stretching back from the Delaware River as far as a man could walk in three days. Penn, with several companions and a number of Indians, started at the river and walked easily for one day and a half. They had covered about thirty miles, and Penn thought that was enough. The Indians were satisfied. But some years after Penn was dead, three other white men finished the other day and a half of the “Walking

The
“Walking
Purchase”

Purchase.” They walked very fast, and covered sixty-one miles. This time the Indians thought they were cheated and afterwards killed the family of one of these men.

Besides a city house Penn had a very fine country place at Pennsburg, twenty miles from Philadelphia. His country house was a large brick mansion. It had many rooms for the lodging of guests. One big room was kept for meetings of Penn and his advisers, and as a place where he could entertain Indians. His own rooms were beautifully finished in English oak and were trimmed with plushes and satins.

They had carpets, too, which were used in those days only by noblemen and very wealthy persons. The grounds around the house were laid out with plants and flowers, while stately poplar trees stood in rows from the house to the river.

Penn’s Second Visit to Pennsylvania. — After living two years in his colony, Penn went back to England. Fifteen years went by before he returned. In that time many Welsh, Irish, and Swiss had come to join the English, Dutch, and Germans in the colony.



Quakers in Council

Penn finally lost all his wealth and was even thrown into prison for debt. He managed to get out again, but died in 1718, quite poor and in debt.

Growth of
the "Holy
Experi-
ment"

Penn's Colony. — Penn's "Holy Experiment," as the colony was called, grew rapidly. In 1695, it had over one hundred fifty thousand people, and by 1750, a quarter of a million. For a long while Philadelphia was the largest and most important city in the colonies.

Virginia had about seventy years and Massachusetts fifty years the start of Pennsylvania, yet Penn's colony was prosperous from the beginning and in time came to be as important as either of them.

WHAT TO KNOW

Quakers did not believe in war or in having clergymen preach, or in wearing gay clothing. They used "thee" and "thou" in speaking. They said that conscience will tell one what is right and wrong.

William Penn became a Quaker while in college.

In 1670, Penn was left a fortune by his father. The king owed Penn money, and gave him in payment forty thousand square miles of land in America. The king called it Pennsylvania, or "Penn's Woods," in honor of Admiral Penn.

Penn founded there a colony for Quakers. In 1682, the first settlers chose a spot between the Allegheny and the Schuylkill rivers. Penn named it Philadelphia, meaning "Brotherly Love."

Many Germans came to Pennsylvania and settled Germantown.

The Indians liked Penn and made a treaty with the Quakers.

Penn walked back thirty miles from the Delaware and bought from the Indians the land he had thus covered. This was called the "Walking Purchase."

In 1718, Penn died, poor and in debt.

The colony, which was called Penn's Holy Experiment, prospered.

QUESTIONS FOR STUDY

1. How was William Penn educated? Why?
2. Tell some of the Quaker beliefs.
3. Tell how William Penn became a Quaker.
4. How did Penn get Pennsylvania?
5. How did Penn get people to come to Pennsylvania?
6. Where did Penn settle in Pennsylvania? When?
7. What good laws did Penn give his colony?
8. How did he treat the Indians? Tell about the "Walking Purchase."

LESSON XLII

LIFE IN THE COLONIES: The Three Groups.

—We have studied about the New England colonies of Massachusetts and Rhode Island; about the middle colonies of Pennsylvania and New York; and about the southern colonies of Maryland and Virginia. Besides these six important colonies, there were Connecticut, New Hampshire, New Jersey, Delaware, North Carolina, South Carolina, and Georgia. Thus in the three groups, there were thirteen colonies. Each of these groups differed considerably from the others in customs, occupations, and manners.

Important
colonies

Together they occupied a strip of land along the Atlantic coast, stretching inland nowhere more than a hundred miles. Beyond their western borders, known as the frontier line, lay the dense forest, the home of wild animals, visited only by Indians and roaming trappers.

Position

The inhabitants of most of these colonies were English, though Scotch-Irish people were numerous.

National-
ities

In some colonies there were, too, large numbers of people from other European countries. There were Dutch in New York, Swedes in Delaware, Germans in Pennsylvania, and French Huguenots in the Carolinas. All told, the people of the colonies numbered scarcely half as many as the inhabitants of the City of New York to-day. Massachusetts and Virginia had the largest populations.

**Govern-
ment**

All the thirteen colonies had charters granted by the king. Under these they were governed, held their lands, and were allowed equal rights with Englishmen in England. Their governments were much alike. Each had a governor and an elected law-making body. In several colonies, the people had more to say about their government than in others; Rhode Island, for instance, was self-governing, the governor being elected by the people. In three other colonies, among them Pennsylvania and Maryland, they had proprietary government, the governor being appointed by the proprietor, or owner. The remaining colonies, chief of which was Virginia, were known as royal colonies, because the governor was appointed directly by the king.

Occupations

The New England Colonies. — In occupations the people of the various groups differed a great deal, chiefly because of the climate and the kind of land they had settled on. In New England farming offered little return for labor because the soil was poor. Many men therefore turned to fishing, to ship-

building, or to trade for a living. Furs, lumber, salt, fish, and flour left the port of Boston for the West Indies, and in return came sugar and molasses, or perhaps Spanish silver dollars. Six hundred ships, it is said, carried on the foreign trade of Boston, while a thousand more sailed in the coastwise trade or went to the fishing grounds of the north, for cod-fish or for whale oil. Men of the upper class, who did not become merchants, usually became lawyers, clergymen, or physicians. People were not yet employed in factories, for of these there were few. English law did not allow the colonists to make anything that could be made in England; so necessities, like clothing, candles, and soap, were usually homemade, as were shoes, hats, and other articles.

The people of New England thought a good deal of education. Nearly every town had a good school, and Hartford had a high school. Men who wanted higher education could go to Yale College or to Harvard. Books were few and expensive and public libraries had not yet been started. Clergymen were the best educated people, though most New Englanders could read and write. **Education**

The New Englanders were very careful to keep the Sabbath, which began at six o'clock Saturday evening. On Sunday no one might walk along the streets except to church. Early Sunday morning at the sound of drum or horn the Puritans set out for church, and there they held worship nearly all day. **Religion**

Church
punish-
ment

The strictness of the Puritans showed itself in their punishments. No one could smile in church without being punished, and any one who went to sleep dur-



Ducking Stool

ing long, tiresome sermons was rudely awakened by a tithingman who tapped the sleepy one on the head with a fox's tail at the end of a rod. If any one stayed away from

church more than one Sunday without a good excuse, he was put into the stocks or the pillory. If a man made a journey on Sunday except to church, he was fined.

Houses in early Puritan times were made of logs and were usually one story high. Blockhouses used as forts were two stories high with the second floor set out beyond the first. House roofs were thatched, and



Tithingman

Homes

through them went wooden chimneys lined with clay. There were some stone houses in the larger

towns, but usually in later times houses were made of beams covered with rough clapboards. The best room of the house was used only on special occasions such as weddings and funerals. It was kept dark most of the time. The floor was carefully strewn with white sand traced with designs. Family portraits hung on the walls and several rude pieces of furniture took away its look of bareness. The kitchen was the principal room because it was kitchen, dining room, and sitting room all in one. Here there was a large chimney with side seats. In the fireplace on the long winter evenings logs burned merrily, while the women of the house sat near, spinning thread, knitting, or making quilts. At the same time, the men of the house smoked and read the few books they could get, but most often the Bible was the book read. Life was not always as pleasant as we might suppose, for the log fires did not heat the houses very well in winter. Sometimes a house was so cold that ink would freeze on the pen.

The best room

New England homes were not supplied with a variety of food. In winter fresh meat was hardly ever to be had, salt pork or beef or salted fish being used instead. Corn, beans, pumpkins, and squashes were the vegetables most eaten. Tomatoes were grown for ornament, but were thought to be poisonous. Tea and coffee were not much used. Cider and rum were favorite drinks.

Food

Puritan dress was very plain. Gentlemen wore

Dress wide-brimmed beaver hats with steeple-shaped crowns. About the throat they wore deep ruffled collars and broad neckcloths. Short cloaks fell from their shoulders. Their breeches were knee length and their low shoes were buckled. Men of the frontier wore hunting shirts, trousers, and moccasins of soft-tanned deerskin. Workingmen

wore leather breeches or breeches made of coarse canvas and jackets of green or red baize.

Ladies wore homespun dresses, as none but the very rich could afford imported cloth. On Sundays, when they dressed up, they wore lace handkerchiefs about their necks and silk bonnets on their heads.

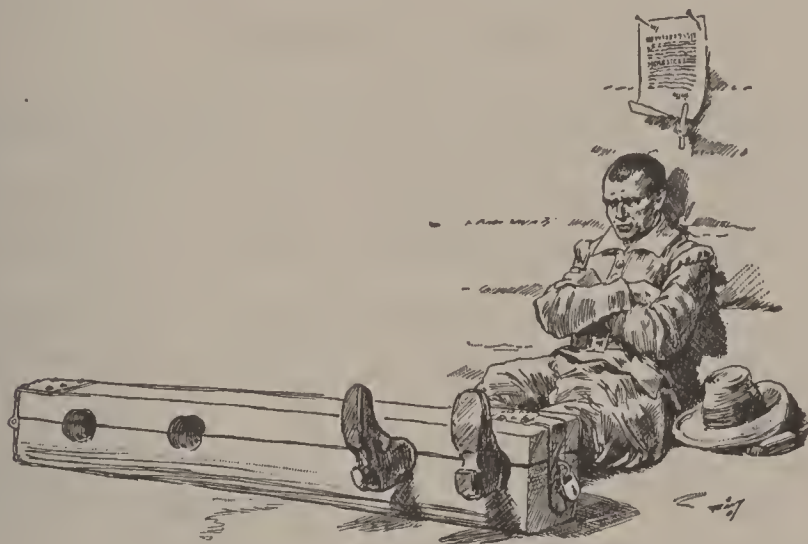


Puritan Maidens

Classes Only persons of rank such as clergymen and government officers and their wives were called Mr. and Mrs. Other people when spoken to were

called Good-man or Good-wife. At church it was very plain who were the upper class, for people were seated according to rank. Old people were seated by themselves, while young men and young women had to sit in separate parts of the church, which were set aside for them.

As in most of the other colonies, punishments in New England were usually public and quite severe.



Man in the Stocks

For even small offenses people were punished by having their feet put in the stocks or their heads and arms in the pillory. There they were jeered at and often pelted with stones or other articles by passers-by.

Public punishment

In early Puritan New England, dancing, card playing, and theater going were forbidden by the church. Outdoor sports such as hunting and fishing, or in winter, skating and snowballing, were the chief amusements of the young Puritans. After a time

Amusements

the old strictness gave way a little, and to the other merrymakings were added husking bees, picnics, sleigh rides, and dancing. Their chief holiday was Thanksgiving Day, which they celebrated with a feast of good things. Christmas the Puritans did not keep because it was kept by the Church of England, with which they could not agree.

WHAT TO KNOW

Thirteen English colonies, divided into three groups, extended along the Atlantic coast as far inland as the frontier. Here were mostly English inhabitants, though there were numerous Dutch, Swedes, Germans, and French Huguenots in the different colonies.

All the colonies were granted charters by England. Some were self-governing, some had proprietary government, while others were royal colonies.

The New England colonists early engaged in fishing and ship-building. They also traded in furs, lumber, fish, and flour. Sugar and molasses were imported from the West Indies.

At first the homes of the early New Englanders were log houses, and, later, they built stone or clapboarded houses. Their kitchen was used as dining room and sitting room also.

New Englanders thought much of education, and most of them could read and write. Harvard and Yale colleges were early founded.

These people carefully and strictly kept the Sabbath.

New Englanders had little variety of food; their home life was simple; their dress plain; their amusements were few; their punishments hard.

QUESTIONS FOR STUDY

1. Into what groups were the thirteen colonies divided?
2. What did their charters grant to the colonies?

3. What three kinds of government were there in the colonies? Give examples of each.
4. Tell how the early New Englanders made their living.
5. What do you know about their education? Tell about their religion.
6. Describe a New England home. Tell about the food.
7. How did men dress? Ladies? Name punishments used.
8. How did New Englanders amuse themselves? What special holiday did they keep?

LESSON XLIII

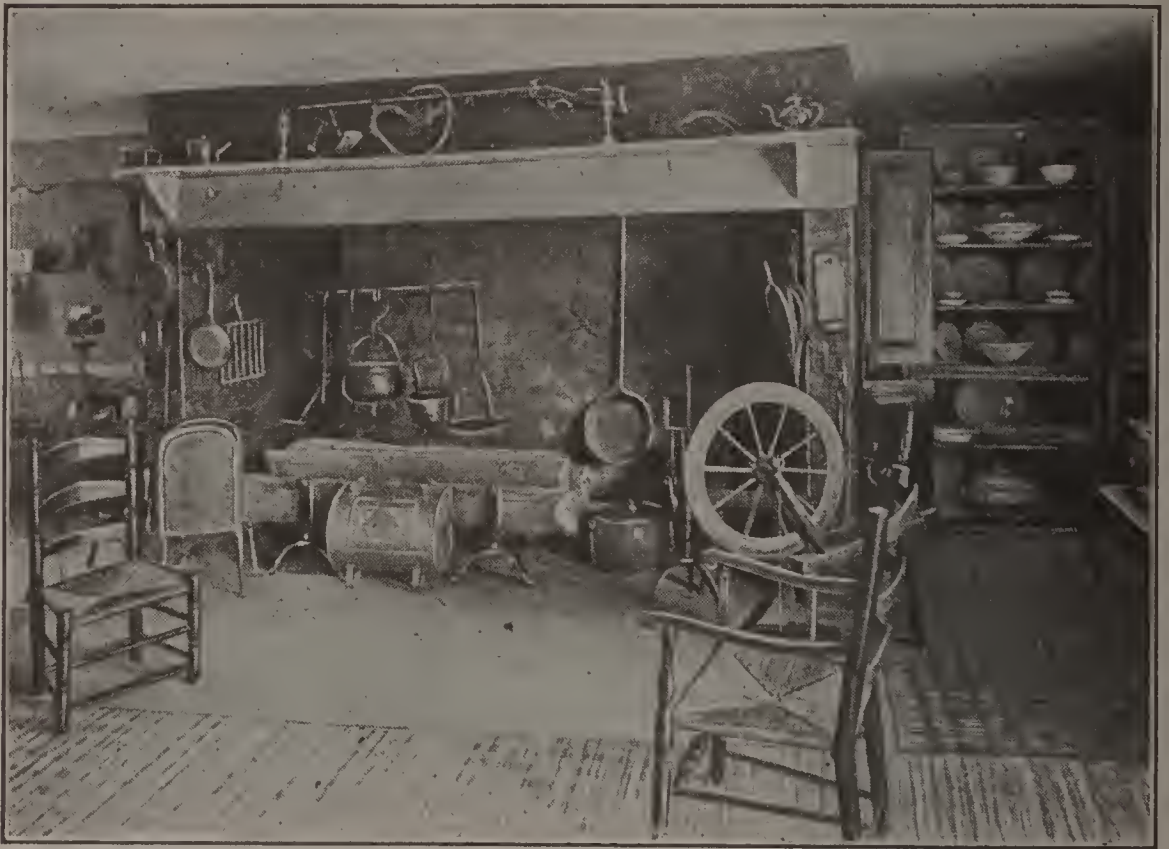
Middle Colonies. — As far as soil and climate were concerned, nature was certainly more kind to the colonists in the middle colonies than she was to those in New England. Farms were profitable in New York, New Jersey, Pennsylvania, and Delaware because the land bore good crops. For this reason most people were farmers and also raised cattle and grew grain. In the City of New York and Philadelphia then, even as now, many men were merchants and kept up a brisk trade with Spain, England, and the West Indies. Furs, obtained in trade with Indians on the western frontier, and flour were the principal goods sent to Europe. Mining and manufacturing had not yet become as important in the middle colonies as those industries are to-day; but there was some mining of coal and iron, and a few people were employed in making ironware and paper.

Climate
and
occupation

Even from the earliest times the people of the

Dutch
houses in
New York

middle colonies were thrifty. The Dutch in New York had comfortable farmhouses built of rough uncut stone, with gable roofs covered with shingles. The gable ends faced the street usually. At each side of the roof rose wide chimneys. Light came through windows that had several small panes of



Kitchen in Colonial Mansion

glass in each sash. The front door was in two parts, the upper part having a brass or iron knocker with which a person might announce himself.

Inside these houses gave a feeling of roomy comfort. The ceilings were low, but the rooms were large. In some, the fireplace took up nearly the whole of one side of the house. By the fireplace

stood a shovel and tongs, andirons and fender, all of polished brass, with a pile of logs near by ready to make a warm fire. Above the fireplace, which was often decorated with fancy tiles, was a rack of long pipes which the good man of the house often took down for a friendly smoke when his friends came to visit him.

The floors of the kitchen-sitting room and of the best room were strewn with white sand swept into odd patterns. On the kitchen walls hung tin pans and pewter vessels, while in the cupboard stood blue or brown china dishes, platters and bowls.

Down in the cool cellar were bins of apples, potatoes, and turnips; barrels of cider and vinegar, of beef and salt pork; while butter, cheese, and lard stood upon the shelves in tubs, and strings of sausages hung overhead.

Outside the houses were well-kept gardens where Dutch women planted and tended the flowers they were so fond of. Fruits grew plentifully in the orchards, and there was always plenty of fish in the ponds and nuts in the forest. One writer of the time, whose eyes may have been bigger than his stomach, says that there were oysters many inches around and "lobsters from four to six feet long." Fine turtles were caught, and large wild turkeys were often shot in the woods, while delicious cranberries, raspberries, blackberries, and strawberries gave a finish to many a feast.

Dutch
gardens
and food

The Dutch knew also the pleasure of wearing good Dress clothes. When they were dressed up for Sundays



Making Candles in Colonial Times

or special occasions, the ladies wore dresses of rich cloth, silk, or satin in bright colors. The skirts were draped so as to show the petticoats, also of

rich material, which were worn beneath. On their heads, over hair carefully curled and powdered, they wore caps of colored silk or stiffly ruffled linen; and on their feet bright-colored stockings and low shoes. Diamond rings sparkled on their hands, while round their necks, or through their belts, hung gold chains attached to gold locket, or on Sunday, to gold or silver bound Bibles or psalm books.

New Amsterdam gentlemen were not behind the ladies in style. They wore long coats of colored broadcloth or black velvet, with wide lace-trimmed pockets at the sides, and two rows of large silver buttons down the front. Under these coats they wore embroidered waistcoats of bright-colored cloth or velvet. Knee breeches of velvet, silk stockings, and low shoes ornamented with silver buckles completed their dress. Their soft, wide-brimmed felt hats had quite a jaunty look, the rim on one side being caught up against the crown. People who did not have much money dressed much more simply. The workingman wore a loose blouse and baggy knee breeches of homespun cloth, while the ordinary woman had a dress and petticoat of bright-colored cloth, and wore on her head a white muslin cap or a poke bonnet.

The Dutch were fond of good eating and drinking, and kept holiday times with merry feasts. The playing of games added to the holiday fun. They also had spinning bees, house-raisings, corn huskings,

Dutch
amuse-
ments

horse races, picnics, and balls. The custom of keeping St. Valentine's Day and Easter, the jolly Santa Claus of Christmas, and the custom of making visits on New Year's Day, are relics of old Dutch times.

Other middle colonies live similarly Indeed the occupations and mode of living of the people of New York are a fair sample of the way in which colonists lived in the middle colonies, except that among the Quakers of Pennsylvania both dress and amusements were of the simplest kind, their severe religious ideas forbidding them to be either showy or very mirthful.

Punishments Offenses against the law were few in the middle colonies, but the punishments, as in New England, were public. The stocks, the pillory, and the gallows were all used. Women who were common scolds were often put in a ducking stool and dipped into a river or pond till they were half drowned.

Education Schools were not as numerous in the middle colonies as in New England. Some of the larger towns, like Philadelphia, had good public schools, and in New Jersey there were county schools. In New York common schools flourished under Dutch rule, each town supporting its school by public funds. The English, however, jealous of education under the care of the Dutch, suffered the schools to fall into neglect. Colleges fared better; and some of them, like Princeton and Rutgers in New Jersey, and Columbia (first called King's) in New York, are among our best-known colleges to-day.

Southern Colonies. — In the southern group of colonies, life was quite different from what it was in the others. There were but few cities and no large towns. Plantations were the rule. Upon these were planted tobacco or rice or indigo, the sale of which made the planters rich. They employed

Plantation
life and oc-
cupations
in the south



Southern Colonial Mansion

negro slaves to do the work, and they lived lives of ease, hunting, dancing, entertaining, and taking part in the political life of their colonies.

The planters were men educated usually in England, where their sons in turn were sent for the same purpose. Virginia was the only southern colony to have a college, and this colony alone provided education for the common people, in parish schools.

Education

Homes The southern gentlemen lived usually in large houses with broad hallways and comfortable rooms. When tobacco was sent to England, the planter's agent there was more than likely to be instructed to



A Ball in Virginia in Washington's Time

send back furniture, silverware, glassware, crockery, and wines to make life comfortable in the manor house. This luxury was often shared by strangers, for the planters were generous and hospitable.

Hospitality

Dress Not only the houses of the southerners, but also their clothes, displayed their wealth. The planter

on dress occasions wore satin coats, vests, and knee breeches, silk stockings, and silver-buckled shoes. They wore their hair long, tied in the back with ribbons and powdered. When driving out in their great coaches drawn by six horses, they wore three-cornered cocked hats, and in winter long velvet coats. The ladies dressed in rich brocades of silks or satins, with hoop skirts. They dressed their hair in puffs and in pompadour style and powdered it like the men.

Farm products were much the same in Maryland as in Virginia; but further south rice, indigo, and turpentine were exported instead of tobacco. Products

Besides the planters and the negro slaves there was another class in the south, the indentured white servants. For free passage from Europe they bound themselves to service for a period of years. These laborers, even when freed, often remained poor. Classes of people

Defects of Colonial Life. — But though life in the colonies may have been pleasant, we would probably not be satisfied with it in preference to that in our own time. Matches, bath tubs, electric light, trolleys, elevators, well-paved streets, steamboats, and a hundred other comforts that we enjoy were missing. Food was coarse, and luxuries were scarce. The few oranges and bananas that were brought from the warmer countries were only for the rich, and canned vegetables and canned fruit were unknown. Comforts missing

Roads were built in all the colonies, but they were

Traveling
difficult

rough, and travel was slow and uncomfortable. Stages that ran between New York and Philadelphia sometimes sank in the mud up to the hubs in wet weather. Passengers were often obliged to get out, and with fence rails help to move a coach out of



Newark Stage for New-York.

A FOUR HORSE STAGE will leave Archer Gifford's, in Newark, every morning (except Sunday) at half past five o'clock, and will leave Powles Hook at 5 o'clock in the afternoon for Newark—This arrangement gives time for doing business in the city, and the coolest hours for travelling. Passengers choosing this conveyance may apply for seats to JOHN BOND at A. Gifford's.

Itf

J. N. Cumming.

Stagecoach in Colonial Times

a rut. Mails were few and expensive, letters being sent from one city to another frequently at a cost of twenty-five cents each. So with all our added blessings we should feel happy that we are living in the twentieth century.

WHAT TO KNOW

In the middle colonies, the climate and soil permitted farming and cattle raising. There were also many merchants exporting flour and furs. The people were thrifty, and they enjoyed life.

The Dutch houses were built of rough stone, with gable ends. Inside were low ceilings, large rooms, and big fireplaces; the kitchen floor was strewn with white sand; the cellar was well stocked with good food. Fine gardens were cultivated. Fruits, berries, nuts, fish, turtles, and turkeys were plentiful.

Dutch ladies powdered their hair and wore jewels and clothing of silk or satin. Men wore blouses or coats of broadcloth or velvet, and knee breeches of homespun, satin, or velvet. They were fond of good times. The dress and amusements of the Quakers were of the simplest kind.

Stocks, pillory, gallows, and ducking stools were used.

Schools were not so numerous or so good as they were in New England. Princeton, Rutgers, and Columbia colleges were founded.

There were large plantations in the south on which tobacco, rice, and indigo were raised. Negro slaves did all the farm work. Southern planters lived in ease and luxury.

The common people went to parish schools; most of the rich young men were educated in England.

Southern planters were usually well-to-do and lived in luxury. They were hospitable, and spent much money in entertaining.

Besides negro slaves there were many white indentured servants.

QUESTIONS FOR STUDY

1. How did men earn a living in the middle colonies?
2. Describe a Dutch house. Mention some good things the Dutch colonists used to eat.
3. How did the Dutch ladies and men dress?
4. How did the Quakers differ from the Dutch in their mode of life?

5. What punishments were used in the middle colonies?
6. Tell about education in those colonies.
7. How did the planters live in the south?
8. What plantation products were raised there? What class of people did the work?

LESSON XLIV. REVIEW.

Review lessons from XXXV to XLIII, inclusive, using the summaries and questions at the end of each lesson. Attention should be given to the more important facts only.

In a composition lesson write from outline about one of the following:

1. The Landing of the Pilgrims.
2. The Founding of Providence.
3. Penn's Treaty with the Indians.
4. The First Settlement at St. Mary's.
5. A Southern Planter.

SUGGESTION

If desired, a further general review of the history of the grade may be made by the use of the pictures and maps or by means of topics, using the paragraph headings throughout the book.

PART II. CIVICS

LESSON I

Food. — In order to live, people must eat. In a big city, like New York, vast quantities of food are sold every day. This food is offered for sale in thousands of stores of various kinds, such as grocery stores, bakeries, butcher shops, and markets. These are usually near people's homes, so that they may be handy to the customers who need to buy fruits, bread, meats, vegetables, and other provisions.

Great
amount
needed

But if we visit the country within easy reach of the city, we find no vast fields of grain, no immense herds of cattle, and no large orchards. Where, then, does all the food for the city come from? A good answer would be "From most of our own states and from many foreign lands"; for, in our city stores, we can find articles of food from various countries. We import tea and rice from India, China, and Japan. We get coffee from Brazil in South America; sugar from Cuba; meats from Argentina in South America, as well as from the central and western parts of our own country. Some fruits come long distances; bananas, for example, come from Central America; dates and

Distance it
is brought

figs from Asia; lemons from Italy; oranges from our states of Florida and California. The food products which spoil most quickly, such as milk, eggs, and fresh vegetables, usually come short distances, from the near-by farms of New York or of neighboring states.

When the food reaches the city, it is unloaded from the cars or ships and moved on trucks or wagons to storehouses of wholesale dealers. Eggs, poultry, and other perishable foods are put into cold storage and kept there until sold to small dealers. From the
Carting warehouse to the small dealer the food must be carted again, and the cost of carting it each time adds to its price. One wholesale grocery firm in the City of New York has nine warehouses, each one at a different point in the city. Often the groceries for a single order of a retail dealer have had to be collected from three or four of these storehouses. Carting is especially difficult in winter, when snow may delay traffic. Nevertheless the people of the city seldom have to suffer from late deliveries.

**Necessity
for care
and clean-
liness**

Much of our food comes packed in boxes or cans or bags, and is thus protected from dust and dirt. But fruits and vegetables are usually exposed to dust and flies; and therefore we should wash all such articles of food before we eat them. Flies carry on their sticky feet the germs of many diseases dangerous to man. These disease germs are left on any food the flies light upon; and unless we keep

our food well covered, or else kill the flies, we must suffer from the diseases which they spread.

WHAT TO KNOW

Food is sold in thousands of stores in the City of New York. This food comes from various countries. Some food products, as eggs and milk, come from near-by places. Food of this kind is put in cold storage until needed. The cartage of food adds greatly to its cost. Food must be protected from exposure to dust, dirt, and flies. Disease germs are carried on the sticky feet of flies.

QUESTIONS FOR STUDY

1. Why are there so many food stores in the City of New York? Why are these stores located near people's homes?
2. What are some of the articles of food used? Where do those you have named come from?
3. How are these food products brought to the city?
4. When food reaches the city, where is it taken? How?
5. How does carting affect the price of food?
6. Why should food be carefully covered and packed?

LESSON II

City Protection from Spoiled Food. — We are of course interested in learning where our food comes from, how it is handled, and how its cost may be brought as low as possible. But a question that concerns us more is whether our food is fresh and pure. Our city's Board of Health answers this question for us. Health Board inspectors are always on the watch for impure food, which they seize and destroy. If need be, they have dealers that sell bad food arrested and punished by the courts. Scheming

Food
inspectors

Impure
food

manufacturers have been known to sell impure food.

Tainted
food

Some so-called chocolate candy has been found to be colored with brown paint instead of with chocolate.

Chopped meat and sausages have sometimes contained poisons used to preserve them. Inspectors have had to seize spoiled food which had become

Spoiled
food

tainted simply through the filthy condition of railroads or storage stations or of warehouses where it had been stored. Fruit left in the sun at railroad stations has often begun to rot before reaching a market. Eggs shipped under bad conditions, or stored in warm freight houses, have often become spoiled before reaching a buyer. Some time ago a shipload of potatoes brought here from Scotland became wet while being loaded on the ship. When they reached America, they were so badly decayed that the whole cargo had to be destroyed. Canned goods, too, often spoil because air gets into the cans or because the goods were bad before they were packed.

Watchful
care of
food

But the 'ever-watchful inspectors try to protect us from these and other unwholesome foods. Day in and day out the Board of Health workers watch not only the wharves and railroad stations where our food is unloaded, but also the places where food is prepared or sold. Slaughterhouses where cattle are killed, meat markets, bakeries, groceries, restaurants, railroad depots, pushcarts, open-air stands for the sale of fruit, candy, fresh vegetables, fish, and other foods, and many other places are all under the watch-

ful eye of the Board. In one year inspectors seized and destroyed twenty-four million pounds of bad food. This quantity of food would fill a train of cars stretching from the Battery to the upper end of



Fruit Stand

Manhattan Island, a distance of about fourteen miles.

It was fortunate for the welfare of the city that all this spoiled and impure food was destroyed. But much of it could have been saved if it had been brought here more directly and more quickly from farms, orchards, and factories. Besides, there should be large markets in our city where food could be promptly and carefully received and stored.

Saving
food now
destroyed

One of our chief problems is to lessen the great amount of handling that food must undergo before it reaches our tables. Formerly some of it was handled as often as ten times between places it came from and our homes. The use of motor trucks to carry all kinds of goods is doing much to cut down the handling of food. Motor trucks now travel



Motor Truck

from farm to farm through the country districts collecting vegetables which they deliver directly to city produce dealers. Other motor trucks deliver the vegetables to retail stores. This is done with so little loss of time

between the farm and the home that the goods do not get a chance to spoil.

Expense of
inspection

Who pays
for it

The protection the health officers give by preventing the sale of bad food, all citizens help to pay for. For they pay rent to house owners, who in turn pay taxes to the city. With part of the tax money the city supports the Board of Health, and also the courts which punish persons who sell spoiled or impure foods.

WHAT TO KNOW

Our chief concern about our food should be its purity. The Board of Health tries to prevent the sale of spoiled food. Food is sometimes colored with injurious substances, sometimes spoiled while being shipped, and is sometimes spoiled when packed: Board of Health Inspectors seize bad food, and destroy it. Much of this food could be saved if it were sent to the city more directly and quickly.

There should be large central markets in our city for receiving food promptly; these would help to save food also, and lessen its handling. Motor trucks carry food more swiftly than horse-drawn wagons. It is delivered before it can spoil. In paying rent or taxes, we help to pay for the food inspection by the Board of Health.

QUESTIONS FOR STUDY

1. How are citizens protected from impure foods?
2. How do some manufacturers spoil food? Why does food spoil on the way to our city? To our homes?
3. Where do health inspectors look for impure food?
4. How may food be kept from spoiling in shipment?
5. Why should motor trucks be used for carting food?
6. How do we help to pay for food inspection?

LESSON III

Duties of Citizens toward Food. — While we cannot help in the actual inspection of food, we can keep an eye on the persons who sell it to us. We can take care that they give us food wholesome in quality; that they keep it in clean glass-covered cases or dishes and in clean stores. Cakes that are kept uncovered in grocery stores or bakeries, on counters or in windows, gather dust and furnish

Dangers
to health

To demand
clean
service

resting places for flies and other insects. Meat exposed to heat, dirt, and flies in butcher shops or delicatessen stores becomes unfit to eat. Candy, cake, or fruit sold on stands is apt unless carefully covered to spread germs of disease.

Another danger to health is the unclean custom that many shopkeepers have of handling the food purchased by one customer after making change for another. In this way disease may be conveyed



Model Grocery Store

to any one eating such food; for, since money is in constant use, it is often laden with dangerous germs.

We can do much toward forcing merchants to sell no dirty or disease-bearing food by refusing to trade with them unless they sell clean food. Children should be careful to buy only such candy

as is kept under glass or is wrapped in wax paper. No one should drink soda water, or other drinks, from carelessly washed glasses, nor should any one use public drinking cups.

It is well, also, to be sure where the ice we use comes from; for if it has been cut in rivers or lakes into which sewers empty, it is likely to cause disease when put into drinking water. Fish, oysters, and clams, handled carelessly, may become tainted. Then, if eaten, they may cause illness or death.

But a matter that concerns almost every one is the collection of dirt on bottles containing milk. When delivered, such bottles are dirty on the outside from being packed, handled, or left standing in unclean places. The



Care in the use of milk

Inspection of Milk

upper part of a bottle is therefore likely to have germs upon it, and so that part should be washed with clean water before the bottle is opened, in order that the milk may pour out over a clean surface. Any one who fails to take this trouble runs the risk

of getting some dreadful disease such as tuberculosis or typhoid fever.

Often we are tempted to buy overripe fruit or decayed vegetables because they are low-priced. We should remember, however, that such food, being injurious to health, is really more costly than goods in fine condition, which sell for more. Fruits and other articles of food unfit to eat should not be sold, but should be thrown away. When boys and girls find a dealer selling spoiled or impure food, they should report the matter to the Board of Health by letter, or else tell some one who will write for them; in this way they may help to preserve the health of a whole neighborhood.

But we too should take care of our food. When it comes into our homes we should keep it under cover and, if need be, on ice. It is no safer to leave it open to dust, flies, or heat at home than in stores or streets. Especially is care necessary in houses not provided with window screens and ice boxes. Many people have brought disease upon themselves because they did not heed oft-repeated warnings about the care of food.

WHAT TO KNOW

Dealers in food products should protect them from dirt and flies. We should not trade with dealers that do not protect their goods. Food handled by a storekeeper after he has had money in his hands may spread disease. Children should not buy candy unless it has been kept under glass or been wrapped up. They

should drink soda water from clean glasses only and avoid public drinking cups.

People ought not to buy tainted fish, overripe fruit, or decayed vegetables. If eaten, such food may cause serious illness. Ice from filthy lakes or streams is dangerous to health. Milk bottles should be washed off before being opened. Children should report dealers who sell spoiled food. It is our duty as well as the duty of storekeepers to protect food. At home we should keep food under cover or in an ice box.

QUESTIONS FOR STUDY

1. What kinds of food are often exposed to flies and dirt?
2. How can we help to make storekeepers take care of the food they sell?
3. Why are public drinking cups dangerous? How may ice be dangerous to health?
4. What kinds of food must we be careful not to buy? Why?
5. What should you do if a dealer sells you spoiled food?
6. How may we keep food in good condition in our homes?

LESSON IV

Water. — Have you ever watched the rain coming down in torrents on a day on which you had planned to go on an excursion or a picnic? Perhaps your disappointment led you to think the rain a nuisance, and you may have wished every day to be clear. But thoughtful children know how necessary water is for drinking, for cleaning, for washing clothes, and for other household purposes. They know therefore that rainy days should be as welcome as sunny ones. For it is the rain that forms the lakes and rivers from which our water comes. We seldom consider how much we need water daily because

Need of
water

to obtain it in our houses we have simply to turn a faucet. When the water pipes are being repaired, the water may be shut off for several hours. Forgetting that the water supply has been stopped, first one member of the family, and then another, turns the faucet, but the water does not run. Very soon all realize that people can go but a short time without water, and all feel relieved when the stream flows again.

Water Supply of the City of New York. — Water is necessary to the life of every one of us; so you see why our water supply is one of the city's chief concerns. Indeed, to have fresh water enough for the inhabitants has been a problem since the earliest settlement of New York. The water about the shores of the city is useless for household purposes because it is salt tidewater from the Atlantic Ocean. So when the Dutch settled here, one of the first things they did was to dig wells.

Earliest
supply in
the City of
New York

Where the city prison, the Tombs, is now located on Center Street, there was a body of fresh water known as the Collect Pond. This also furnished the young settlement with water for many years. But finally houses were built near the pond and its waters became unfit for use. So the water was drained off and the hollow was filled up. Till the year 1800, the people of New York relied on wells alone for their water supply. Then a water company built a reservoir and water works in the City of New York.

These works, however, furnished only well water, and they did not supply water enough. Thirty years later the city was obliged to begin piping water from the Croton River, a stream that is about forty miles north of the city.

In June, 1842, Croton water was first let into a reservoir at 42d Street and 5th Avenue, located

Croton
supply



Croton Reservoir and Spillway

where the Public Library now stands. Up to 1917, the Croton, Bronx, and Byram rivers supplied Manhattan and the Bronx. Brooklyn and Queens obtained all their water from streams and wells located on Long Island. Richmond drew its water from

Queens
and Brook-
lyn supply

local wells owned by private companies. Water companies still furnish part of the water for Brooklyn and Queens, pumping it through pipes or through tunnels called aqueducts.

Catskill
supply

Another supply of water, introduced into the city in 1917, is the Catskill system, supplying all boroughs. It comes from four creeks, Esopus, Schoharie, Rondout, and Catskill, located from 80 to 100 miles from New York. These creeks drain nearly 500 square miles of land, an area one and a half times as large as Greater New York. This water is brought here in a great water pipe called the Catskill aqueduct. This huge pipe is twelve feet — in some places more — in diameter. Just above West Point the water is carried under the Hudson River through a large pipe called a siphon. The Catskill Aqueduct supplies water to all the boroughs of the city. The water for Queens and Brooklyn is carried from the Bronx in large pipes under the East River; and that for Richmond passes from Brooklyn in similar pipes, under the Narrows.

Reservoirs

In order to have water enough always for our city, large supplies are stored at different points along the aqueduct in huge basins called *reservoirs*. Those nearest to the heart of the city are: the reservoir in Central Park, Manhattan; the one near Prospect Park, Brooklyn; one in Queens, and one in Richmond. From these city reservoirs, the water is carried through the streets, under the asphalt and

stone pavements, in more than a thousand miles of pipes, or mains. These mains, joined in a straight line, would reach from the City of New York to Chicago. From the mains, smaller pipes bring the water into our houses. If you go down into the cellar of your house you may see pipes coming through the wall. One of these pipes brings in water from the street main. The cellar pipe connects with other house pipes which lead through walls and floors to the hot and cold water faucets in the house.

How water
reaches our
homes

WHAT TO KNOW

Rain gives us our water supply. We feel the need of water most when the supply is shut off. The early Dutch settlers of our city dug wells for water because the river water was salty. About the year 1800 a water company gave the City of New York a supply of water. This poor supply was given up for Croton water in 1842. Croton, Byram, and Bronx rivers help supply Manhattan and the Bronx with water. Brooklyn, Queens, and Richmond have their own sources of water. The Catskill water system supplies all boroughs. Water is carried through the streets by a thousand miles of mains. All houses draw their water from these mains.

QUESTIONS FOR STUDY

1. Why is rain necessary?
2. How did the early Dutch settlers get water? Why could not the water of the Hudson and East rivers be used?
3. When did the City of New York begin to get Croton water?
4. What water supply has been added since 1916? Where does this water come from? Tell how it is brought to the different boroughs.
5. What are reservoirs?
6. Tell how water is carried from the city reservoirs to the faucets in our houses.

LESSON V

How paid
for

Cost of Water Supply. — We do not buy water as we do food, paying separately for each day's supply. We pay for water by the year. Out of rent which the landlord receives, he pays a water tax to the city. The owner of a private house generally pays a fixed water rent, laid according to the width of his house and its height in stories. In buildings in which water is used for business purposes, the Commissioner of Water Supply may require water meters. These show the number of cubic feet of water used. Water is charged for at the rate of ten cents per hundred cubic feet. If no meter is used, the owner of a business pays a tax fixed by the Department of Water Supply.

The water
meter

Why water
is cheap

Water is cheap because the city owns the streams from which the water is drawn. Then, too, although the water system of the City of New York has aqueducts, reservoirs, pump stations, and miles of pipes, not many workmen are required to attend to them. The cost of the water used daily in our city is less than one cent for each inhabitant. The city has, however, had to spend much money in buying the land about the streams which supply the water, in building the reservoirs, aqueducts, and pumping stations, and also in laying the water pipes. The Catskill system has cost the city one hundred seventy-five million dollars. It is of course

important that water be cheap because even the poorest people should get as much as they need without being burdened with heavy costs for it.

The uses of water are so many that it is easy to see how necessary it is. In the home there can be no washing or bathing without it, no cooking requiring water, and no sanitary plumbing. No business which requires steam machinery could be carried on without water for making steam. The merciful work of our hospitals requires water for use in bathing wounds and in performing many other acts which help to save the lives of the sick. One of the chief uses of water is to put out fires, thus saving thousands of lives and millions of dollars each year. Water is also used to sprinkle the hot pavements in summer and

Uses of
water



Street Cleaning

is often used for street cleaning to carry dirt into the sewers.

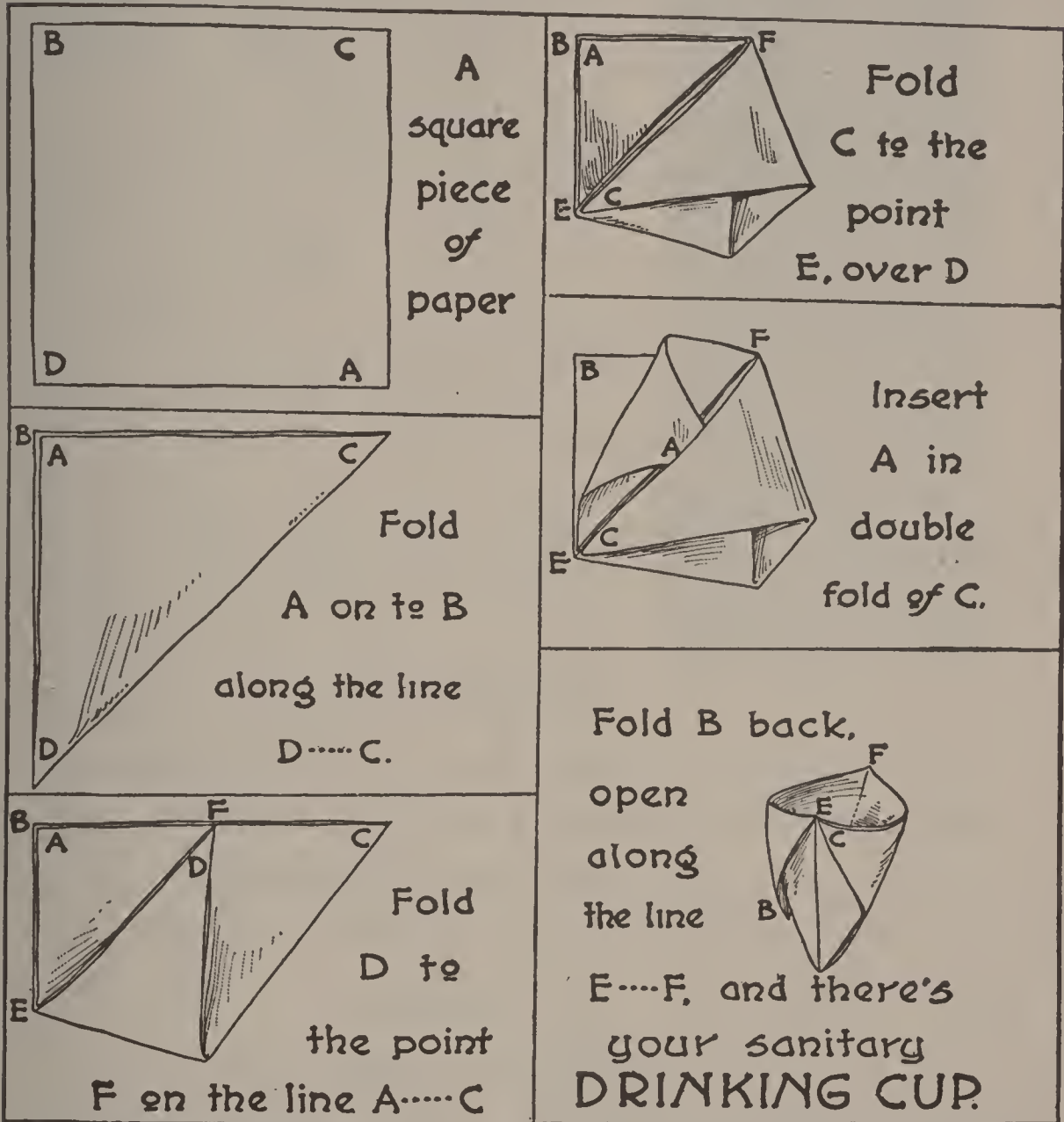
**Importance
of purity**

Since every one of us uses water it is of the greatest importance that the water be pure and wholesome so that it may not spread disease and death. It is a great comfort to know that the Health Department and the Department of Water Supply test the city water every day to find out whether it contains disease germs. If it does, the health officials learn the cause, give the public warning of its condition, and take steps toward making it pure again. The city keeps inspectors who watch the streams from which the water comes, to prevent any one from building a stable near them or from fouling the water in any way. Thus the city sees to it that our water is pure when it reaches us. But we ourselves must be careful to put our drinking water into clean utensils so that it may be kept pure and wholesome. It is dangerous, for instance, to drink from a pail into which other people dip a common drinking cup, or to drink from a cup which others have used, without first washing it thoroughly, or to drink from a public drinking cup. In many public places individual paper cups may be had that can be thrown away after being used. By following such health rules with regard to drinking water, the spread of disease and a possible cause of sickness may often be avoided.

**Importance
of clean
water****Not to
waste
water**

Duties of Citizens. — Although water is so cheap and plentiful, the city cannot afford to have it wasted. On account of the immense size of our city an enormous loss of water may be caused by many

small leaks, or by waste. We should not allow water To stop
to run away uselessly. We can do much to prevent leaks
its waste. We can keep on hand washers to put



Making a Paper Drinking Cup

into the faucets whenever these begin to leak. We
can take care to close the faucet, when we have
finished drawing water. We should be careful that

To report all leaks in water pipes are promptly attended to.
leaks Any pupil who sees a fire hydrant leaking, should



To use
water
enough for
cleanliness

Water Waste

tell the teacher, who will notify the Water Department, and the leak will be stopped. Waste of water means added expense to the taxpayers. It may also lower the supply of water in the reservoirs so much that a water famine may result in dry weather.

Every child who desires to be a good citizen will help the city to save its water. But no one is expected to save water at the expense of cleanliness. On the contrary, every one should use plenty of water for bathing, for washing, and for all other purposes of cleanness. Boys and girls should remember that clean bodies often mean healthy bodies. Habits of cleanliness will help to keep them well and happy through life.

WHAT TO KNOW

Water is paid for by taxes. Private houses generally have a fixed water rent which depends on their width and height in stories. Other buildings are usually provided with water meters. Sometimes a water tax is charged according to the kind of business in which water is used. Water is cheap because it comes in large quantities from streams owned by the city. Water costs less than a cent a day for each inhabitant of the City of New York.

Water is used for washing, bathing, cooking, and cleaning; for making steam to run machinery; for putting out fires, for cleaning the streets. It is necessary to have pure water to drink. The Board of Health has our city water tested daily to see that it is pure. Water should not be wasted, but people should use enough for personal and household cleaning purposes.

QUESTIONS FOR STUDY

1. How does the city get the money to pay for the water supply?
2. How is the cost determined for each house? Why is water cheap?
3. What are some of the uses of water?
4. Why should care be taken to have water pure?
5. How can we avoid disease when about to take a drink of water?
6. How can we help to stop the waste of water?
7. Why is it wrong to use too little water?

LESSON VI

Review lessons from I to V, using summaries and questions at the end of each lesson. Give attention to the more important facts only.

LESSON VII

Housing of the People. — In a city like New York, which has over five million people, the task of properly housing the inhabitants is a difficult one. In crowded parts of the city large apartment houses are built. It is not easy in such large buildings to give all the rooms equal light and air.

Light and
air problem

In former days laws about dwelling houses were not so strict. Landlords thought little of the comfort or safety of their tenants. Many of the rooms were dark, and but little fresh air could reach them. Not much thought was given to plumbing or to providing fire escapes.

Need of
light, air,
and clean-
liness



Blocked-up Fire Escape

Moreover, the city kept growing. Many thousands of immigrants came to New York. Larger tenement houses were built, some as high as eight stories. Many had gloomy and ill-smelling halls, while in the apartments themselves the bedrooms were often dark and poorly ventilated. We all know that such rooms are breeding places of disease, and especially of tuberculosis. The stairs of these flats were often rickety and very dirty. Many times owners allowed cellars to become full of rubbish, and sometimes full of foul water or sewage. Fire escapes were narrow iron ladders with tiny rungs, dangerous to climb at any time. Some tenants

blocked the fire escapes with rubbish and flower boxes. Sometimes these escapes were built in courts which had no exits at the bottom. In many houses there was no way to reach the roof when smoke and flame barred passage to the street.

Thoughtful citizens saw that something should be done to protect the lives and health of the dwellers in tenement houses. So a Tenement House Commission was appointed. These men established the Tenement House Department, which began its work in January, 1902.

At the head of this department there is a commissioner appointed by the mayor. The department employs over five hundred persons, about two hundred and fifty of whom are tenement house inspectors. It costs the city over eight hundred thousand dollars a year.

The law declares that a tenement is any house occupied by three or more families who live separately and cook their own meals in the house. In the greater city there are more than one hundred thousand tenements coming under this definition. It is easy to see that the larger part of the population of our city is protected by the tenement house law and not the poor only. This department prevents the building of high tenement houses, for tall houses on narrow streets shut out sun and air. It also decides on the kind and size of fire escapes, rooms, and hallways; it requires each tenement

People protected by building laws

building to have means of reaching the roof. Cellars must be waterproof and owners must keep them clean. Tenement house courts must be at least twenty-five feet long and half as wide, with a tunnel through the basement to allow a circulation of air through the court. No tenement to hold more than four families may now be built of wood.

If the landlord of a tenement does not keep lights lit in the halls at night, or if fire escapes, roofs, cellars, and yards are not kept clear of rubbish, or if broken plumbing is not repaired, tenants may complain to the Tenement House Department. Such complaints will be investigated by inspectors and, if found to be true, the landlord will be told to do what the law requires. If he does not act promptly, he may be fined. The Tenement House Commissioner can order houses to be vacated if he finds them unfit for people to live in on account of contagious diseases, bad plumbing, poor light, lack of ventilation, or faulty construction.

To keep
houses
clean and
safe

Duties of Citizens. — Even though the city tries to help tenants so much, many of them will not do their share. They throw rubbish on roofs, or into cellars and air shafts, instead of having it removed by the Street Cleaning Department. They keep household articles on fire escapes, thus putting the lives of other persons in danger in case of fire. Such people are selfish. Tenants should keep their apartments in good condition. They should not need-

lessly soil painted woodwork, or papered walls, and should be careful to throw refuse into the proper cans. Neither should they use water fixtures so roughly as to put them out of order; for such carelessness means needless expense to the owner and inconvenience to the other tenants in the house.

WHAT TO KNOW

To house the people of the City of New York many tall tenement houses have been built. It is a great task to build such large houses so as to give each room sufficient light and air. Years ago no attention was paid to ventilation, cleanliness, or sanitary plumbing in building houses. Proper fire escapes were not built. In this way the health and safety of the whole city were threatened. In 1902, the Tenement House Department began its work. So to-day new tenement houses are well ventilated, clean, and safe; old ones must be made so. Tenants may complain to the Tenement House Department if landlords do not keep houses healthful, clean, and safe. It is the duty of tenants to keep their apartments in good condition. Good tenants are a help to other tenants, to the landlord, and to themselves.

QUESTIONS FOR STUDY

1. How can the builders of large tenements look out for the health of the tenants?

2. Why are dark tenements especially unhealthful places to live in?

3. What are the duties of the Tenement House Department? What is meant by a tenement?

4. How must tenements now be built?

5. In what cases may tenants complain to the Tenement House Department?

6. How do some tenants damage their apartments?

7. What can tenants do to help landlords and other tenants?

LESSON VIII

Gas and Its Uses. — You may have heard the story of how Abraham Lincoln, when a boy, studied by the light of a log fire. If we had to study by such a light, we should complain that the flickering flame injured our eyes. Perhaps we should be little better satisfied with candles, or with the kerosene lamps used in the middle of the last century, and still found in many homes, especially in the country. Those oil lamps were thought to be very brilliant compared with candles. But to-day most people will not rent a house or an apartment unless it is fitted with gas or electric light fixtures.

Where gas
comes from

The use of gas in our houses has become so common that we light it or turn it off with indifference.

We ought, however, to know where gas comes from and how it is made. Down in the cellar of your home you will see an iron pipe coming in through one of the walls, perhaps near another iron pipe that brings in the water. This pipe is a gas pipe. It connects with another one in the street. The pipe in the street is much larger than the house pipe, because all the houses on the block draw their gas from the large street pipe, called a gas main. Gas mains, like water mains, lie under the asphalt or stone pavements all over the city. Water pipes lead back to reservoirs, and reservoirs to aqueducts, and aqueducts to the distant streams which supply

Gas pipe
and gas
main

the water. But gas pipes lead us back no farther than the gas houses and tanks within the city limits.

Many of you have seen the huge tanks in which **Gas tanks** gas is stored. They are immense iron cylinders, usually painted red or black. Each is inclosed by an iron framework. These tanks hold the gas be-



Gas Tanks

fore it is sent through the mains, just as water is held in reservoirs.

Gas used to be made directly from coal. The gas was obtained by heating coal in the gas works.

How gas
is made

As the coal became very hot, it gave up the gas that was in it. Then the coal changed from a shiny substance to a dull substance called coke, which was used afterwards for heating, much the same as coal. But most of the gas now used in the City of New York, and in other large cities, is taken from steam and mixed with other gas obtained from petroleum (coal oil). The mixture is called *carbureted water gas*.

First use
of gas

The use of coal gas in this city began about ninety years ago. At first people were afraid of gas. They thought that its use would lead to fearful explosions and to loss of life and property. But a gas company was formed whose president lighted his own house with gas and showed people that it was harmless. Then others were willing to burn it, and soon gaslight became common.

Gas meter

The amount of gas burned by consumers is told by means of gas meters or gas measurers. A gas meter is a small sheet-iron box having on the front three dials that look somewhat like clock faces. All the gas going through the gas pipes also goes through the meter. The three dials show the amount of gas burned; and once a month a man from the gas company comes to read the meter. He reports the amount used, and the bill soon arrives.

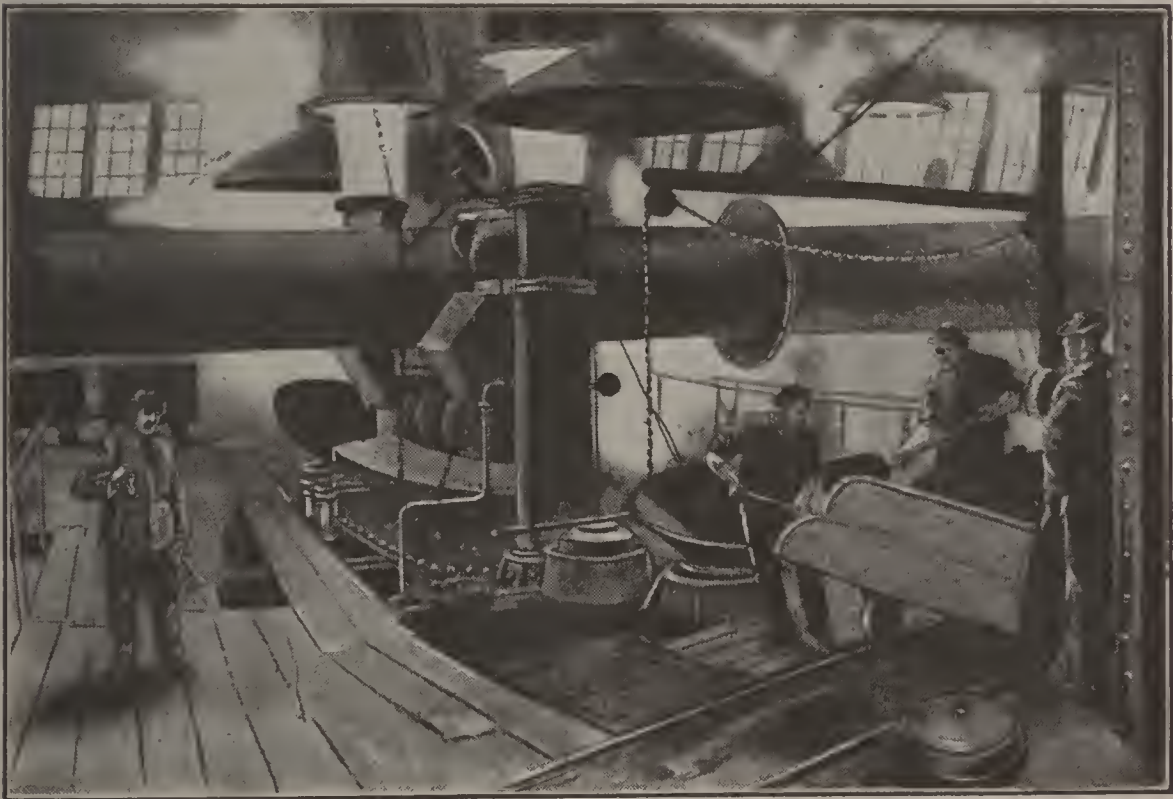
Uses for
gas

Gas is used chiefly for cooking, lighting, and heating. Gas water heaters are to be seen in many houses. Other gas appliances are gas ranges for

cooking; gas irons for ironing; gas stoves for laundry work; gas heaters, gas steam heaters, and gas “logs” for heat.

An enormous amount of gas is burned in the city. About thirty gas works are required to supply the gas needed for all the tenements and private houses. Some years ago families cooked their meals on coal

Where
used



Inside a Gas Plant

ranges but now gas stoves are used for cooking in nearly all kitchens. Coal dust and ashes brought a great deal of dirt into the houses. The use of gas, however, has made it much easier to keep our homes clean. Electricity is steadily displacing gas lighting and heating.

WHAT TO KNOW

Candles and oil lamps were once used in our city for lighting purposes. Then gas was used in most of the homes. Now, however, electricity is rapidly replacing gas as a means of lighting. Gas comes from gas works to the burners in our houses through mains and small pipes. These mains lie under nearly all streets. Gas may be made from coal. When coal loses its gas it is called coke. This may be burned the same as coal. Gas is now often made from steam and petroleum. It has been used for about ninety years. It is measured by gas meters. The amount used fixes the amount of the bills. Gas is used for cooking, lighting, and heating. Gas cooking ranges have taken the place of coal stoves in nearly all city homes.

QUESTIONS FOR STUDY

1. What kinds of light did people use before gas was discovered?
2. Why was it better to use gas? What is now replacing gas?
3. Of what is gas made?
4. How does it come into our houses?
5. By what is gas measured? Describe the gas measurer.
6. What are some of the uses of gas?
7. Why are gas ranges now used rather than coal stoves?

LESSON IX

Electric Lights. — Electric street lamps are common now, but they were unknown here thirty years ago. The electric current is produced in large buildings called power houses. Electric light wires are laid under the streets in pipes, like gas pipes. But electric light costs a little more than gaslight. The electric incandescent lamp gives the most com-

Where it comes from

mon example of the use of electricity. Perhaps your schoolroom has a group of electric bulb lamps. These light when a button on the wall is pressed. **Incandescent lamps**



Electric Power House

The pressure moves a switch, or tiny strip of brass, which then connects the two wires leading to each lamp. Through these wires flows the electric current which turns into light in the glass bulb. Electric light is a convenient form of light, for no matches are needed. People are sometimes killed by inhaling escaping gas. Electric lighting avoids this danger.

The electric current consumed is measured by a meter somewhat like a gas meter. Electric fans, **Electric meter**

electric irons, electric coffee pots, electric bread toasters, and many other appliances are now made. When the electric current becomes so cheap that it can be used in every house, many home duties that are now burdens to the tired housekeeper will become pleasures.

The Telephone. — In many homes and offices there is a helper even more wonderful than gas or electric lighting. Did you ever think what a strange thing it is to talk over a wire to some one far off? Or to hear the reply so plainly that you can tell who is speaking? The telephone makes both of these things possible.

Who in-
vented it

In 1876, Alexander Graham Bell invented the telephone. Few received it seriously. There were no telephone operators then, or switchboards. In 1877 the first telephone line in the City of New York was strung. It stretched for five miles from South Brooklyn to 81 John Street, Manhattan, and ran over the Brooklyn Bridge.

In the past forty years the use of the telephone has grown wonderfully. About the year 1880, only two hundred and fifty people had telephones in the city. To-day there are over 400,000 telephone subscribers in New York.

Growing
use of
telephones

More than 1,000,000 telephones are in use in this city to-day, one for every five persons of the population. Over four and a quarter million messages are sent daily over five million miles of wire.

New York has more telephones than any other city, and more than all of those used in the cities of London, Paris, Berlin, Rome, and Petrograd.

The telephone system is not owned by the city, but by a private company, the New York Telephone Company.

Who owns
the tele-
phone



Telephone Central Exchange

City telephone wires are now usually combined into cables that pass through underground tubes, or conduits. Sometimes telephone wires are carried by poles above the street and along fences. The wires from every telephone run to a building or a

The wires

Exchanges

loft, called an *exchange*, where by means of a switch-board they can be connected with other wires. As late as 1885 there was but one exchange in this city. Now there are one hundred fifty exchanges, and about twenty thousand girls attend to the switchboards that enable us to telephone to persons in any borough. Many of our cities are connected by telephone wires with these exchanges.

Value of
the tele-
phone

From our city telephone wires are carried on poles over the country. Business men can now talk to customers in San Francisco, three thousand miles away. They can say in a minute what once they were obliged to say in letters that took days to go by rail. Think of the time thus saved in business! Think of the precious minutes saved in calling an ambulance, or the harm prevented by the swiftness with which firemen or policemen can be summoned!

One should
not use
telephones
needlessly

You will easily see that the telephone is as necessary as gas or electricity, and even more so; for it adds quite as much to the joy of living and perhaps more to the convenience and speed of carrying on business. Yet there are people who use the telephone too much. Some order things by telephone when it would pay them better to go in person and buy what they want. Other people waste much time needlessly in small talk over the telephone. We ought not to waste money or make unnecessary calls just because the telephone happens to be handy.

WHAT TO KNOW

Electric light wires lie under almost all streets. Many houses are provided with wires for electric light. The commonest example of the use of electricity is the incandescent lamp. Electric light is more convenient and safer than gaslight. Electric current is measured by a meter. Electricity has many uses in the home. There are electric fans, irons, coffee-pots, and indeed more appliances than there are for gas.

In 1876, Alexander Graham Bell invented the telephone. The number of telephones in the City of New York has grown in about forty years from two hundred fifty to more than one million. Our city has more telephones than any other city in the United States. Telephone cables are laid in underground conduits, or are carried by poles above ground. In New York they run to nearly one hundred fifty exchanges, where connections are made with all parts of the city and with other cities of the United States. Telephones are of great value to business men who by their means may talk with people in distant cities.

QUESTIONS FOR STUDY

1. Tell where you have seen electric lights. Where does the electric current in our houses come from?
2. How is electricity measured? Why is electric light better than gaslight?
3. What are some of the uses of electric current in the home?
4. Who invented the telephone? When? Tell where the first telephone in the City of New York was laid.
5. For what is the telephone used? Show that many people use it.
6. How many telephones are in use to-day in our city? About how many operators are there?
7. Where are the telephone wires? How many exchanges are needed in the City of New York?
8. Give an instance of the great value of the telephone.

LESSON X

How different from other city pipes

The Sewer. — Still other large pipes lie under our streets, — the sewer pipes. These are much larger than gas pipes or water pipes. The reason for their greater size is easily seen when the uses of sewer pipes are considered. In the first place every house is connected with a street sewer which carries away the waste water. It also carries away the water from the streets whenever the gutters are flooded.

Use of sewer

How sewage is carried away

Under certain city streets are large sewer pipes which empty their sewage into rivers and bays that lie next to the borough — the East River, the Hudson River, the Harlem River, Jamaica Bay, and New York Bay. The smaller sewers, carrying sewage from houses and gutters, empty into these large ones.

Repair of sewers

The City of New York has over two thousand miles of streets, and under all lie sewers. To see that these are kept in repair, and that new ones are built when necessary, are among the duties of the borough presidents. The sewers are paid for by sums of money called *assessments*, laid equally on all owners of property, since all houses have sewer connections. Until each owner pays, the expense is borne by the city's street improvement fund.

How paid for

Expense to the City of Public Service. — For the care and oversight of the departments the city needs much money. Money is not the greatest thing in

the world, yet none can live long without it. And just as a family needs money for its support, so the city, like a large family, must have money in order to look after the welfare of its citizens. Think of our great water system, our sewerage system, our ever watchful and able fire and police departments, our well-lighted and well-paved streets, our thousands of city employees, our schools, public libraries, parks, and hospitals. Where does the money come from to maintain all a city's activities?

What the city does for its citizens

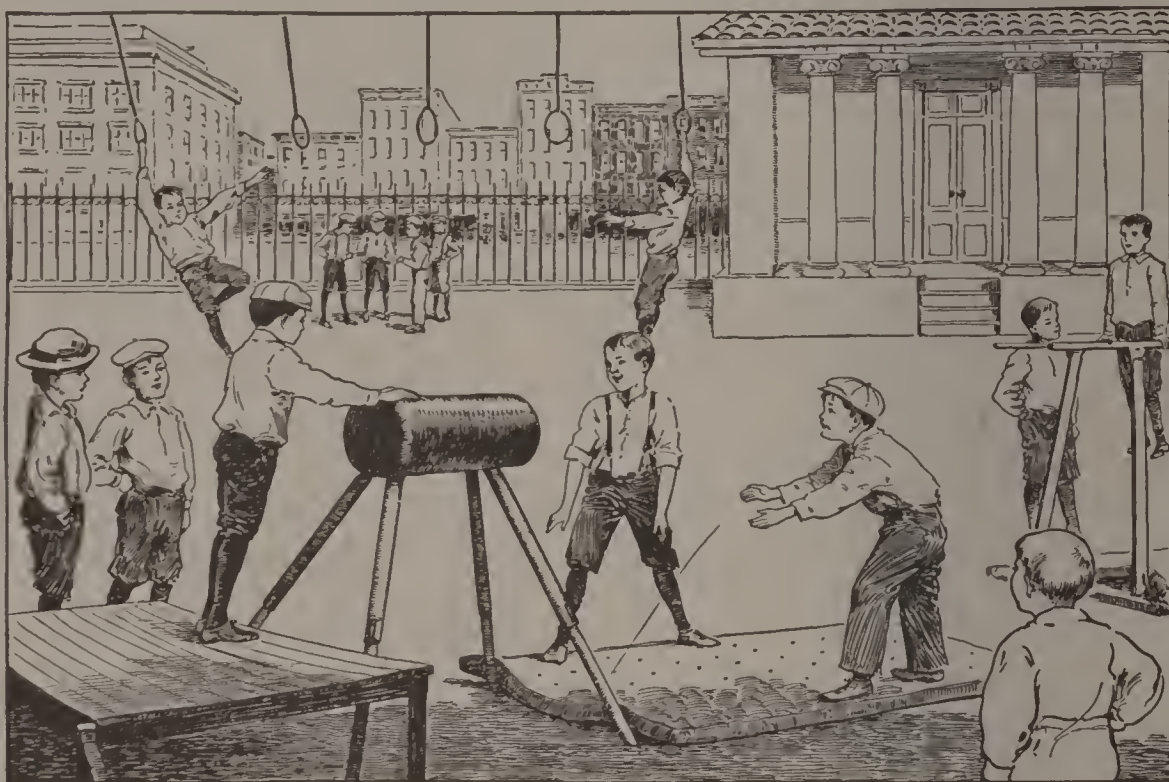
It comes from the land owners of the city, who pay money called taxes upon their real estate. It comes also from taxes on personal property, such as household goods, jewelry, money in banks, horses, carriages, automobiles. Any person owning personal property worth over a thousand dollars must pay taxes on it. The city's money comes from water rents which landlords pay for the use of city water in our houses; from money paid for different kinds of licenses; and finally it comes from taxes on certain forms of business such as banks, the liquor business, and on street railroad companies. The ordinary citizen by paying taxes on his real and personal property does his share toward the city support. All persons who pay rent really help to support the city; for part of the rent money is paid out by the landlord in the form of taxes.

How paid for

Citizens share in the city's support

Care of Public Property. — As public property is bought with money from taxes, it is plain that we

all share in the ownership of it. It is our property — the property of all citizens. Should we then care for it or should we try to destroy it? For example, asphalt pavements are public property. Now suppose boys build a bonfire on one of those pavements.



Playground in a New York City Park

Heat, as you know, was used in laying the pavement, and heat can destroy it. A small bonfire ruins, let us say, nine square feet of the pavement. Public property is thus destroyed. Who suffers? Your fathers and mothers and all of us. They and we have helped to pay for it, and certain boys have destroyed what all citizens have helped to buy. Are these boys good citizens? I know you will say they are not.

Again, let us suppose that a large number of people go to a park on Sunday. They swarm over the well-kept grass, sit down and eat lunch upon it, scatter papers and paper boxes about, pick flowers and tear off branches from bushes and trees. All the bushes and trees and grassy fields were paid for with public money. To destroy them is to waste it. Perhaps you will say that the people have a right to enjoy the parks. Yes, but to enjoy does not mean to destroy. We can use the public parks without covering them with paper and other refuse. All such litter should go into the barrels placed on the walks to receive it. And it is also possible to enjoy the beautiful flowers, shrubs, and trees without injuring them. For if many people injured our parks, these would soon be ruined.

Care of
the parks

People usually value those things that have cost them time, effort, or money, and sometimes are careless with those that cost them nothing. So pupils sometimes make marks on their school desks, and sometimes waste the paper given them or damage their books. They are not good citizens if they do these things. They waste public money and put a greater burden of expense on their parents and on all other taxpayers. A pupil who covers his books and handles them carefully, who uses no more paper, pens, or pencils than are necessary, and who does not injure the school furniture, saves some money for the city. Then multiply the good which one

Care of
school sup-
plies

pupil can do by seven hundred thousand, — the number of public school pupils in the City of New York, — and you will see how much of the city's money well-disposed pupils can save.

Care of
library
books.
Of street
lights

All our public library books belong to the city, and, by using them carefully, children help to save city money. No boy who is a good citizen will break the glass of street lamps. Public money paid for it. Nor will any self-respecting boy or girl make chalk marks or pencil marks on walls or even on sidewalks.

How the
city may
be served

Every one should desire to be a good citizen. As we have seen, the care of public property and the saving of city money are two simple ways in which we can all serve our city. Keeping down the city's expenses will also keep down the taxes for the citizens. Besides, this is good citizenship, and therefore becomes an important duty for every person who has the city's welfare at heart.

WHAT TO KNOW

Sewer pipes lie under the pavements and carry off waste material and water. They are the largest pipes laid in the streets by the city. The larger sewer pipes empty their contents into rivers and bays around the City of New York. Small sewers connect the house sewer pipes with the larger pipes that carry sewage from the houses and streets to the rivers. Sewers lie under 2000 miles of streets. They are paid for by assessments.

The city needs money to look after the welfare of its citizens and to pay for the water system, for the fire and police departments, the schools, and other departments. This money is received from property owners and is called taxes. Public property should be

cared for by all good citizens, as it is paid for by all. Children should take care not to litter the parks, injure streets or street lamps, school or library books, or other city property. Children may be good citizens by caring for public property and by saving the city's money.

QUESTIONS FOR STUDY

1. What are sewers used for? Where are the sewer pipes laid?
 2. Into what waters is the sewage of the City of New York emptied? How are sewers paid for?
 3. Tell some things the city does for its citizens.
 4. How is money obtained to pay for the city's expenses?
 5. Why do all share in ownership of public property?
 6. Tell some ways in which public property may be cared for.
 7. In what two ways can good citizens help their city?
- Why should citizens be careful of public property?

LESSON XI

Review lessons from VI to X, using the summaries and questions at the end of each lesson. Give attention to the more important facts only.

GENERAL QUESTIONS

1. Name three city departments about which you have studied.
2. For what uses are pipes laid under the city streets?
3. In what three ways can children be good citizens?

CLASS PLEDGE

I pledge myself to help keep my city clean and well governed, and to be careful in the use of public property. I will also defend the city at all times from those who speak against it.

INDEX

- Albany, Fort Nassau built near, 158.
 Fort Orange built near, 161.
 Alden (ôl'dên), John, 198.
 Algon'quins (-kĭnz), 120.
 America, discovered, 14-16, 23.
 named, 24.
 Amsterdam, Separatists in, 195.
 Amusements in colonial times, in
 New England, 247-248.
 in New York, 253-254.
 Annapolis (ă-năp'ô-lis), Md.,
 founded, 230.
 An-tîl'i-a, 63.
 Ar-mă'da, Spanish, 79.
 Atlantic Ocean, crossed by Colum-
 bus, 12.
 crossed by Cabots, 65.
 feared by Spanish sailors, 13.
 Az'tecs, 47, 48, 50, 52.
 Bacon, Nathaniel, his rebellion,
 154, 155.
 Bahama (bă-hă'ma) Islands, the,
 Columbus lands at, 16.
 Băl-bô'ă, 29-33.
 Baltimore, Baron, 222.
 Bar-ce-lô'na, Columbus at, 19.
 Berkeley (bûrk'li), Sir William,
 Governor of Virginia, 153-156.
 on education, 155.
 on religion, 156.
 on self-government, 156.
 Block, Captain Adrian, 158.
 Blockhouse, 244.
 Board of Health officers, 263.
 Bogardus (bô'gărd-dûs), Dominie,
 171.
 Boston, settled, 210.
 Bouweries (bou'êr-îs), 166.
 Bowery, The, 166.
 Bowling Green, 165.
 Bradford, Governor William, 197-
 198.
 Brewster, William, 196, 204.
 Bris'tol, 63.
 Brooklyn, founded, 178.
 Brouage (broo-ăzh'), 113.
 Burgesses in Virginia, House of,
 149.
 govern in Maryland, 229.
 Burgomasters in New York, 182.
 Căb'ôt, John, 63-68.
 Cabot, Sebastian, 63, 67-68.
 Că'dîz, Drake at, 79.
 Calvert (kăl'vêrt), Cecil, 223.
 Calvert, Charles, 231.
 Calvert, George, 222.
 Calvert, Leonard, 223.
 regains Maryland from Ingle,
 230.
 Calvert, Philip, made governor,
 230.
 Can'a-da, 107, 115, 121.
 Că-nôn'î-cûs, 205.
 Cape Ann, Puritans settle, 208.
 Cape Cod, Puritans land at, 198.
 Cartier, Jacques (zhăk kăr-tyă'),
 107-112.
 Carver, John, 197.
 Catholics, Maryland a refuge for,
 222.
 Cavaliers, 153.
 Champlain (shăm-plăn), Samuel de,
 113-122.
 in Acadia, 116-117.
 in Canada, 115, 118-122.
 Charles I, 152.
 Charter, of Maryland, 223.
 of Massachusetts, 209, 216.
 of New Netherland, 168.
 of Rhode Island, 220.
 of Virginia, 130, 143.

- Chick-a-höm'ĭ-ny River, 132.
 Cipango (eĭ-păn'gō), 57.
 Clayborne, his rebellion, 226, 229.
 his settlements on Kent and
 Palmer Islands, 226.
 Coddington, William, settles New-
 port, 220.
 Colonies, Life in the, 241-258.
 charters of the, 242.
 defects of the, 258-259.
 Middle, 249-254.
 nationalities in, 242.
 New England, 242-248.
 position of, 241.
 Southern, 255-257.
 Co-lūm'bus, Christopher, 1-22.
 in chains, 21.
 plans of, 5-11.
 ships of, 12-13.
 voyages of, 11-22.
 Compact, The Mayflower, 198.
 Conant (kō'nānt), Roger, 208.
 Cor'tēs, Her-nan'do, 40-52.
 in Cuba, 41.
 in Mexico, 42-52.
 sinks his ships, 44.
 Crō-ā-tān', 89.
 Cromwell (krōm'wēl), Oliver, 155,
 211, 215.
 Dä Gä'nä, Väs'cō, 34.
 Dale, Governor, 143-147.
 his reforms, 145.
 Dā-rĭ-ēn', 30, 32.
 Balboa at, 30, 32.
 De Cano (dā kā'nō), Sebastian,
 37.
 Defects of Colonial Life, 257, 258.
 Delaware, Lord, 142, 143.
 De León, Ponce (pōn'thā dā lā-ōn'),
 25-28.
 De Monts (dě mon'), 118.
 De Soto (dā sō'tō), Hernando, 53-
 61.
 in Florida, 54-61.
 in Peru, 53.
 Dias (dě'āsh), Bar-thol'o-mew, 5.
 Drake, Francis, 69-82.
 in Panama, 73.
 knighted, 77.
 naval exploits of, 78-81.
 slavetrader, 71.
 voyage of, around the world,
 73-77.
 Dutch, The, 157-199.
 claim America, 169.
 Dutch East India Company, 97.
 Dutch explorers, 93, 97-104.
 Dutch West India Co., The, 161.
 Duties of citizens:
 not to use telephone needlessly,
 294.
 not to waste water, 279.
 to demand clean service, 268.
 to keep food clean, 270.
 to keep house clean and safe, 284,
 285.
 to report spoiled food, 270.
 to use clean bottles, 269.
 to use enough water, 280.
 Education in colonial times, in
 Massachusetts Bay, 213.
 in New England, 243.
 in New Netherland, 254.
 in southern colonies, 255.
 El Dō-rā'dō, 89-91.
 Electricity, 290-292.
 how measured, 291.
 uses of, 290.
 where produced, 290.
 Elizabeth, Queen, 72, 77, 84-86.
 Elkins (ēl'kĭns), Jacob, 160.
 Enciso (en-sē'so), 29-30.
 Endicott (ēn'dĭ-kōt), John, 209.
 English, claim to New Netherland,
 169.
 take New Netherland, 190.
 English explorers, 63-105.
 Expense to city of public service,
 297.
 Florida, De Soto in, 54-61.
 discovery of, 26-27.
 Food, 261-270.
 amount needed, 261.
 care of, 264, 265.
 carting of, 262.
 cost of inspection of, 266.
 distance brought, 261.

Food — *continued*.

- inspection of, 263.
- method of handling, 262.
- Fort Amsterdam, 165.
- Fort at Plymouth, 202.
- Fort Cassimir (käs'ĩ-mĩr), 185.
- Fort Nassau (näs'ô), 158, 159.
- Fort Orange, 161.
- "Fortune," The, 158.
- Fountain of Youth, 26.
- Fourth Dutch Governor, 191.
- Freemen in Maryland, 227.
- French explorers, 106-122.
- Gas, 286-289.
 - how made, 287, 288.
 - meter, 288.
 - pipe, 286, 287.
 - tanks, 287.
 - uses of, 289.
 - where it comes from, 286.
- General Court, The, 207.
- Genoa (jěn'ô-à), 2.
- Germantown settled, 236.
- Gil'bert, Humphrey, 83-85.
- Gomez, Estevan (es-ta-văn' gō'-māth), 36.
- Grā-nā'dā, Columbus at, 10.
- Gren'ville, Sir Richard, 86.
- Guam (gwām), Magellan at, 37.
- Haiti (hā'tĩ), Columbus at, 21.
- Half Moon, 99-103.
- Harvard College, 213.
- Harvey, Sir John, 152.
- Hawkins, John, 71.
- Hěn'rĩ-cūs founded, 144.
- Henry, Prince of Portugal, 5.
- His-pan-iō'la, 25.
- Hō'bō-kěn attacked, 187.
- Holland begins New York settlement, 161.
- Holy Experiment, Penn's, 240.
- House of Burgesses, 149.
- Housing of the People, 281-285.
- Hudson, Henry, 95-104, 158.
 - his voyage of 1609, 99-103.
 - his voyage to Hudson Bay, 103.
 - his voyages for England, 95-97, 103.

Hudson River, explored, 101, 157.
 Hutchinson (hűch'ĩn-sűn), Mrs.
 Anne, settles Portsmouth, 220.

- Ineandescent lamp, 291.
- Indentured servants, 222, 257.
- Indian wars, Kieft's, 175.
- Indians, cruelly treated by De Soto, 57.
- Jamestown colony, attacked by, 132, 136, 141, 149.
- Maryland, treaty with, 225.
- Narragansett, 205.
- Penn's treaty with, 238.
- Roger Williams's treaty with, 218.
- Stuyvesant's treaty with, 187.
- troubles with, in Virginia, 154.
- Indics, routes to, 4-6, 33.
- Ingle, Richard, his rebellion, 229.
- Inspectors, Board of Health, 263.
- Iroquois (ĩr-o-kwoi'), battle with Champlain, 120.
- Isabella, Queen, 11, 22.
- James I, 194.
- Jamestown, 126, 131-140.
 - negro slaves brought in, 149.
 - settled, 127.
 - tobacco raised at, 147, 151.

Kieft (kēft), Governor, his government, 174.
 his council of eight, 178.
 his council of one, 174.
 his council of twelve, 176.
 his rules, 175.
 his wars, 175, 176.
 recalled, 179.
 Kublai (koo'blĩ) Khān, 3.

Lā Cō'sä, 28.
 Leyden (lĩ'děn), 195.
 Loc, Thomas, 233.
 London Company, The, 126, 127.
 Long Island, part of New York, 192.
 separated from New Netherland, 188.
 settled, 178.

Madeira (mā-dē'rā) Islands, 6.

- Magellan (mä-jěl'än), 33-40.
 death of, 37-38.
 voyage of, 34-39.
- Magellan, Strait of, 36.
- Maiden's Lane, 167.
- Maine, settlement on the coast of, 194.
- Manhattan, Fort, 159.
- Manhattan Island, its first settlement, 158.
 first houses on, 163.
 in early days, 163.
 purchase of, 162.
- Maryland, 227-233.
 Calverts settle, 223.
 Clayborne's rebellion in, 226-229.
 coins made in, 231.
 colony regained, 230.
 first settlement at Kent Island, 222.
 government of, 229.
 growth of, 227, 232.
 Ingle's rebellion in, 229.
 named, 223.
 St. Mary's settled in, 224.
 trade hurt by Navigation laws, 231.
- Maspeth (mäz'pëth) settled, 178.
- Massachusetts, 194-216.
 a government provided for, 198.
 first landing at Cape Cod, 198.
 General Court (1638), 207, 213.
 government of Plymouth, 204.
 settlement on Maine coast, 194.
 Thanksgiving Day in, 206.
 the Pilgrims voyage to, 197.
 towns founded in, 207.
- Massachusetts Bay Colony, education in, 213.
 government in, 213.
 religion in, 212.
 religious persecution in, 213.
 trade with, 204.
- Massasoit (mä's'ä-soit), 204.
- Mauvila (mou-vë'la), 58-59.
- May, Captain, 159.
- May, Director, 162.
- Mayflower, The, 194.
 as a home, 201.
 compact, 198.
- Mexico, conquest by Cortes, 42-52.
- Middle Colonies, 249-254.
 amusements, 253, 254.
 climate, 249.
 dress, 252, 253.
 education, 254.
 food, 251.
 gardens, 251.
 houses, 250.
 occupations, 249.
 punishments, 254.
 Quaker life, 254.
- Minuit (mĭn'ü'it), Peter, 162-171.
 captured, 171.
 his government, 165.
 his recall, 169.
- Mississippi River discovered, 59.
- Montezuma (mön'tē-zōō'mä), 43-48.
- Mönt-re-al' (-awl'), named, 109.
- Morris, Robert, sends army money, 174.
- Mus'co-vy Company, 95-97.
- Narragansett (nä-r-ä-gän'sët) Indians, 205.
- Nassau (nä's'ô), Fort, 158.
- Naumkeag (nä'üm-kē'ag), Conant settles, 208.
- Navigation laws, disobeyed in Massachusetts, 215.
 hurt trade in Maryland, 231.
- New Al'bi-on, 76.
- New Castle, colonists at, 236.
- New England, 194.
- New England Colonies, 242-248.
 amusement, 247, 248.
 dress, 246.
 education, 243.
 food, 245.
 homes, 244, 245.
 occupations, 242.
 punishments, 244, 247.
 religion, 243.
- New'found-land, 107.
- New France, 115, 122.
- New Neth'er-land, 104.
 becomes New York, 191.
 colony a success, 163.
 Company, 159.

- New'port, 220.
 Newport, Captain, 134, 137.
 New York, 161-192.
 condition when taken by Eng-
 lish, 192.
 first step toward self-govern-
 ment, 179.
 gets a charter, 168.
 its first mayor, 192.
 taken, 190.
 Nicolls (nĭk'ŭls), Colonel, first
 English governor of New
 Netherland, 192.
 takes New Netherland, 190.
 Niña (nĕn'yä), 12, 17, 19.

 Ojeda (o-hä'thä), 28.
 O-rĭ-nō'co River, 90.

 Pacific Ocean, discovered, 31.
 named, 36.
 Palmer's Island, 226.
 Pă'lōs, Columbus at, 11, 12, 19.
 Păm'li-co Sound, 85.
 Păn-ă-mă', Balboa at, 30.
 Patroons, 168.
 Pauw (pou), Michael, 169.
 Pavonia attacked, 187.
 Penn, William, life of, 233, 234.
 his country house, 239.
 his good laws, 237.
 his treaty with the Indians, 238.
 Pennsylvania, 233-240.
 granted to Penn, 235.
 population of, 240.
 settlement of, 235.
 Philadelphia, city laid out, 236.
 founded, 235.
 Pilgrims, The, 198, 206, 207.
 Pillory and Stocks, 247.
 Pinos (pe'nōs), Columbus at, 10.
 Pinta (pĕn'tä), 12, 17, 19.
 Pinzon (pĕn'thōn), 11, 14, 17, 19.
 Plym'outh, 71, 73, 77, 145.
 joined to Massachusetts Bay
 Colony, 208.
 landing at, 200.
 settlement at, 202.
 Thanksgiving at, 206.
 Plymouth Rock, 201.

 Pocahontas (pō-kā-hon'tās), 133-
 135, 140, 176.
 Pō'lō, Mar'co, 3.
 Pontgravé (pôn-grā-vā'), 115.
 Popham, Sir John, 194.
 Porto Rico, 25.
 Port Royal, 116-118.
 Portsmouth, 224.
 Portuguese explorers, 5, 6, 23, 34.
 Pow-ha-tăn', 133-134, 137-140,
 170-171, 174-176.
 Providence, Md., settled, 230.
 Providence, R. I., founded, 219.
 Public property, care of, 297-300.
 care of library books, 299.
 care of parks, 298.
 care of school supplies, 299.
 care of street lights, 300.
 why it should be cared for, 297,
 298.
 Puritans, emigration of, 211.
 in Maryland, 230.
 settle Massachusetts Bay, 208.

 Quaker beliefs, 233, 234.
 Quakers, in Massachusetts, 219.
 persecution of, in England, 234.
 settle Pennsylvania, 235.
 Quebec (kwē-bĕk'), 118, 120, 121,
 202, 204, 205.

 Ralciġh (raw'ly), 83-92.
 and Queen Elizabeth, 85, 86.
 colonizing expeditions of, 85-89.
 death of, 92.
 imprisoned, 91.
 his search for El Dorado, 90, 91.
 Religious liberty, in Maryland,
 223, 229.
 in Pennsylvania, 235.
 in Rhode Island, 229.
 Rhode Island, 217-220.
 its charters, 220, 221.
 Newport and Portsmouth united
 to form, 220.
 Providence joined to, 220.
 religious freedom in, 220.
 settled, 220.
 Rō-a-nōke' Island, 86-89.
 Rō-bĕr-vāl', 111, 112.

- Rolantsen (rō'lānt-sēn), Adam, first schoolmaster in New Netherland, 171.
 Rolfe (rōlf), John, begins tobacco planting in America, 146.
 marries Pocahontas, 145.
 Roundheads, The, 153.
 Royal colonies, 242.

 St. Croix (kroi) River, 116.
 St. Lawrence River, 107-109.
 St. Malo (sān mā-lō'), 107.
 St. Mark's Church, 191.
 St. Mary's settled, 224.
 Salem, 208, 209.
 Samoset (sām'ō-sēt), 202.
 San Salvador (sāl-vā-dōr'), 15-16.
 Sān'tā Maria (mā-rē'ä), 12, 17, 71.
 Schepen, 165, 182.
 Schout, 165, 182.
 Second Dutch governor, 165.
 Separatists, 195, 196.
 Sewer, The, 297.
 how paid for, 296.
 pipes, 296.
 use of, 296.
 Slave trade, 71.
 Slavery, introduced, in Jamestown, 149.
 in New Amsterdam, 172.
 Smith, Captain John, 127-145.
 adventures of, 127-129.
 at Jamestown, 130-141, 145.
 injured by accident, 141.
 president of the council, 137.
 Southern Colonies, The, 255-259.
 amusements in, 255.
 dress in, 257.
 education in, 255.
 homes in, 256.
 hospitality in, 256.
 indentured servants in, 257.
 occupations in, 255.
 South Sea, 31.
 Spanish Ar-mā'da, 79.
 Spanish explorers, 2-62.
 Spanish Main, 71.
 Squanto (skwōn'tō), 202.
 Stad-a-co'na, 109.
 Stadt Huys (hīs), 190.
 Standish, Captain Miles, 197.
 "Starving Time," The, 142.
 Staten Island attacked, 175.
 Stocks and Pillory, 247.
 Stuyvesant (stī'vē-sānt), Peter, 179-192.
 a good governor, 180.
 a strict ruler, 180.
 carries on Indian war, 186.
 conquers Swedes on the Delaware, 186.
 going to church, 183.
 his burial place, 191.
 his council of nine, 181.
 makes peace with Indians, 187.
 prepares for war, 183.
 surrenders New Netherland, 190.
 Susquehannocks, 225.

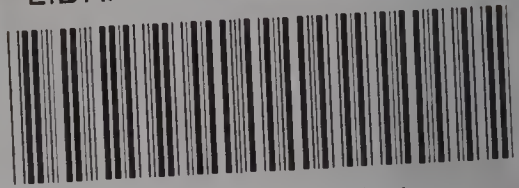
 Telephone, the, 292-295.
 exchange, 294.
 invented by Bell, 294.
 use of, 293.
 value of, 294.
 wires, 293.
 Tenement House Departments, 328, 284.
 Thanksgiving Day, first, 206.
 Third Dutch Governor, 173.
 "Tiger," The, 158.
 Tobacco, in Virginia, 147, 151.
 used as money, 151.
 Tōs-cā-nel'li, 6.
 Town meeting in New England, 213.

 Union Jack raised over New York, 190.
 Upland, Quakers land at, 235.

 Valladolid (vāl-lä-thō-lēth'), 42.
 Van Rensselaer (rēn'sē-lēr), 168.
 Van Twiller, 171-173.
 recalled, 173.
 second Dutch governor, 171.
 Vera Cruz (vā'rā-kroos'), 42.
 Verrazano (vēr-rāt-sā'nō), 106.
 Vespucci, Amerigo (ä-mā-rē'gō vēs-poot'chē), 23-24.
 Ves-pū'cius, A-mēr'i-cus, 24.

- Virginia, 124-156.
 common storehouse, the, 144, 145.
 growth of, 151.
 Indian troubles, 149.
 named, 86.
 Royal colony, a, 150.
 "Starving Time," in the, 142.
Virginia Company, The, 225.
"Walking Purchase," The, 239.
Walloons, 161.
Wall Street, 184.
Wampanoags (wŏm-pā-nō'ags), 205.
Watling Island, Columbus lands at, 16.
White, John, 88-89.
Williams, Roger, 217-220.
 driven from Massachusetts, 218.
 obliged to leave Boston, 218.
 settles Providence, 219.
Windmill, use of, by Dutch, 166.
Winslow, Edward, 198.
Winthrop, John, 204.
 at Boston, 210.
 comes to Massachusetts Bay, 209.
 Puritans under, 209.
Wyatt, Sir Francis, 149, 153.
Yaocomieos (yakō-mī'cos), 225.
Yeadley (yērd'li), Governor, 147, 148.
York, Duke of, 188.

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